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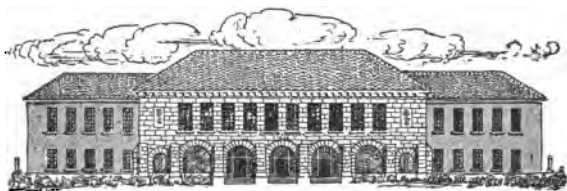
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GRADED COMPOSITION LESSONS

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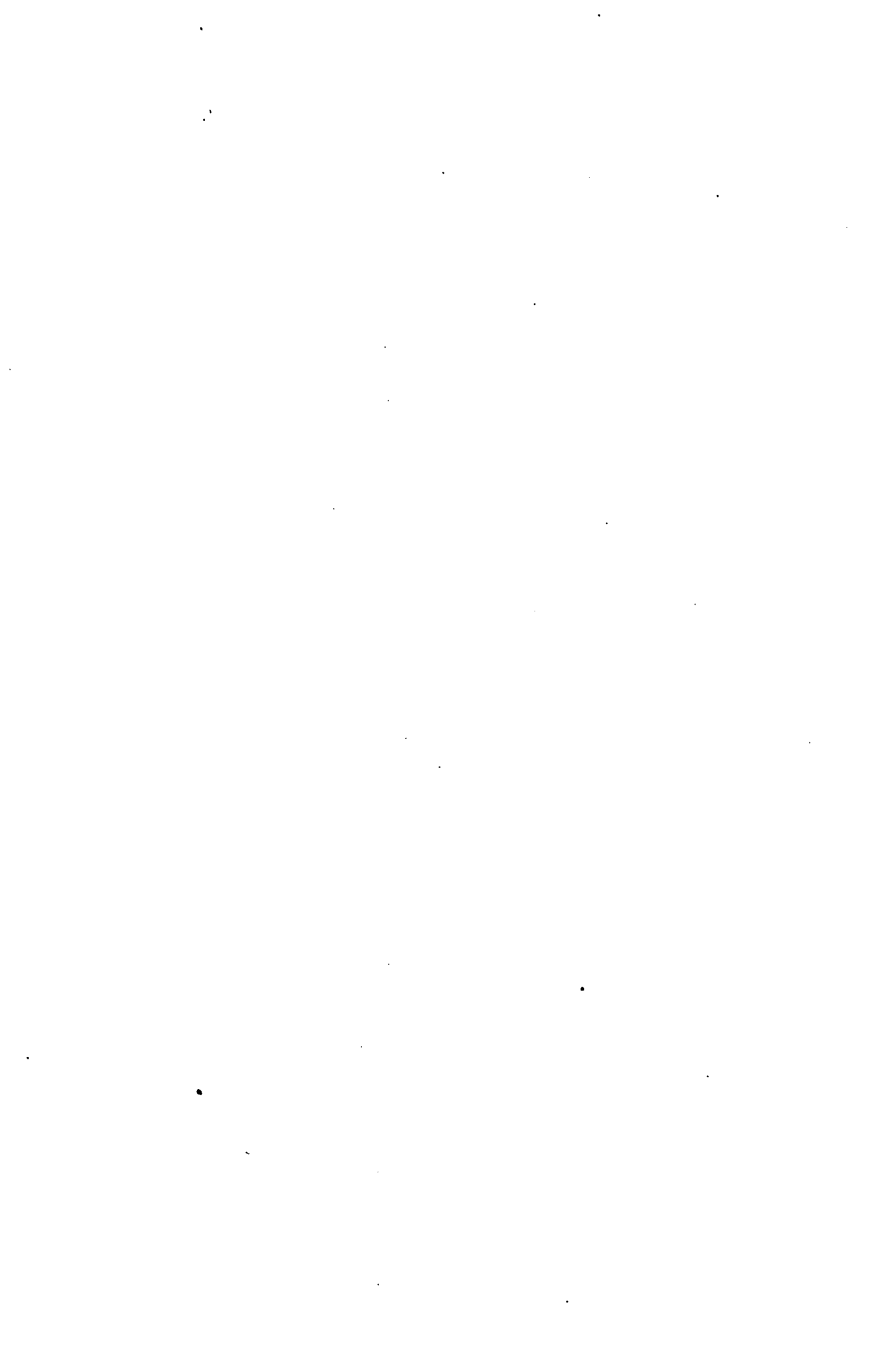


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GRADED COMPOSITION LESSONS



GRADED
COMPOSITION LESSONS

IN THREE PARTS

PART I

BY

MARCELIA McKEON

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PREFACE

THE poor results often obtained in our schools from the most earnest efforts made in teaching composition have led me to a careful and critical study of the problem which these conditions present. The result, as set forth in "Graded Composition Lessons," will, I hope, be helpful to both teacher and pupil.

This little book is the first of a series of three, each covering a period of two years of school-work, beginning with the third year. Part I, therefore, after a brief introduction intended for the last half of the second year, takes up the work of the third and fourth years, devoting a chapter to each grade. From conversation and the copying or writing from dictation of a short sentence, followed by the expression of simple thoughts of the pupils' own in brief sentences, the work proceeds, step by step, to more advanced lessons in language and composition.

These books are intended to be placed in the hands of the pupil, and to be used by him in the classroom, at his teacher's direction. Their aim is not only to make composition work more interesting, but to cultivate the ear from the *very beginning* by the study of correct language forms and the presentation of good literature through models. Very simply all the common forms of

PREFACE

the language are taken up, and the various pitfalls pointed out. A foundation is thus laid for the study of grammar. I think that it is now generally conceded that, if the language of speech is not cultivated before the period when technical grammar enters into school-life, correctness of speech will never be insured. The language of the child is that of imitation and habit, and he learns only by constant repetition and not by rule.

As oral language is the foundation of written language, and the attainment of both is now considered our common birthright, oral work is taken up first, and precedes every lesson in composition. These little exercises need not be followed slavishly, for they are merely suggestive. Their principal use is to stimulate *thought*, upon which all expression depends; but they also tend to give the child confidence and freedom of speech, and to give the teacher an opportunity to correct his pupil's vernacular.

Simple drills in language forms or exercises to cultivate beauty of expression alternate with brief composition lessons or letters (one of each should be given every week). These are followed by outlines or questions intended to help the child to supply the proper matter and clothe it in language. The lessons have been carefully graded and tested by use. Subjects suited to the age and experience of the child and correlating with the work of the grade in history, nature-

PREFACE

study, geography, literature, and ethical lessons have been chosen. Exercises are given to insure a knowledge and use of the various sentence-types, and the cultivation of good taste through selection is aimed at. Scattered throughout the books are well-known maxims and sayings and choice bits of literature in the form of memory gems. The value of letter-writing has been well considered. Drill in correct form, so necessary here where the foundation is laid, is made prominent, and ample models and outlines are furnished. Beginning with the fourth year, model compositions selected from well-known authors are given, from the study and imitation of which a foundation is laid for good style.

The plan followed is the spiral one, each grade reviewing the work previously gone over. This is particularly helpful on the mechanical side, in which, to secure correctness, constant practice is necessary. The work is so divided as to make each grade responsible for a certain share of the mechanics.

Although the narrative, as best suited to the child at this period, is given or suggested most frequently, the careful cultivation of the powers of observation and reflection, through simple description of familiar objects, animals, and nature is not forgotten.

Correction during this early period is largely individual, and may often be done while the

PREFACE

pupils are writing ; but, if after each composition lesson some of the errors common to the class are placed on the board and made the subject of class correction and drill, much benefit will be derived. Occasionally, after such a drill, the composition papers may be returned to the children, to see if they are able to find some of these errors for themselves. But directions for correction are given in notes to teachers throughout the book.

Enthusiasm on the part of the teacher and encouragement to the pupil by the reading aloud of his best work and the praising of effort and improvement will greatly stimulate the pupils, and, perhaps more than anything else, will lead to good results.

Thanks are due to my principal, Miss Kate G. Broderick, for much encouragement during the progress of this work, and to Mrs. Eleanor Davie Conacher for many valuable suggestions and important work on the manuscript.

For the letters of Eugene Field and Robert Louis Stevenson—given on pages 129, 156, 172—I am indebted to Messrs. Charles Scribner's Sons, and for the selections, "Piccola" by Celia Thaxter and "May" by Frank Dempster Sherman, to Messrs. Houghton, Mifflin and Company.

MARCELIA McKEON.

MARCH 5, 1903.

TABLE OF CONTENTS

CHAPTER I. SECOND YEAR — LAST HALF.

	PAGE
INTRODUCTION	1
I. Conversation. — Squirrel	1
II. The Sentence. — Capital Letter and Period	2
III. Lesson in Interpretation. (Raindrops.)	5
IV. The Mark that Asks Questions (!). <i>The Question Mark</i>	6
V. Conversation. (Good Deeds.)	7
VI. The Mark that Shows Sudden Feeling (!). <i>The Exclamation Point</i>	8
VII. A Mark that Divides the Sentence (,). <i>The Comma</i>	9
Review	10
VIII. The Mark that Joins (-). <i>The Hyphen</i>	10
IX. Capital Letter — I and O	11
X. Lesson in Interpretation and Writing of Poetry. (Little Flowers.)	12
XI. Poetry — Prose	13
XII. How to Get Ideas	14
XIII. Capital Letter. — Names of Persons and Places	15
XIV. Conversation. — Mental Pictures	16
XV. Capital Letter. — Titles of Respect	16
XVI. Variety of Expression	17
XVII. Capital Letter. — Names of the Days of the Week and the Month	18
Review	19

CHAPTER II. THIRD YEAR — FIRST HALF.

XVIII. Lesson in Interpretation. (He Prayeth Best.)	21
XIX. Model Composition. (Shells.)	22
Review	23
XX. Model Composition. (Plants.)	24
XXI. <i>The Colon and the Semi-colon (: ;)</i> . Two other marks that divide the sentence	24
XXII. Model Letters	25
XXIII. Abbreviations. — Initials and Titles of Respect	26

CONTENTS

	PAGE
XXIV. Model Composition. (Columbus.)	27
XXV. Abbreviations. Places	28
XXVI. Model Letters	28
XXVII. Abbreviations. Days and Months	29
XXVIII. Model Composition. (Cotton.)	30
XXIX. Correct Forms. <i>Is</i> and <i>Are</i>	31
XXX. Picture Study — Cat and Kittens. — Lambert	32
XXXI. <i>Quotation-Marks</i>	34
XXXII. Composition. — Reproduction. (Fox and Grapes.)	34
XXXIII. Variety of Expression	35
XXXIV. Model Letters	36
XXXV. Correct Forms. — <i>Was</i> and <i>Were</i>	37
XXXVI. Model Composition. (George Washington.)	38
XXXVII. The Possessive Case. — <i>A Use of the Apostrophe</i>	38
XXXVIII. Composition — Original. — The Indians	39
XXXIX. <i>Another Use of the Apostrophe. (In Contractions.)</i>	40
XL. Lesson in Interpretation. (The Months.)	41
XLI. Sentences — <i>The Statement</i>	42
XLII. Picture Study and Fable — The Greedy Dog	42
XLIII. Correct Forms. — <i>Has</i> and <i>Have</i>	44
XLIV. Composition — Original. — Arbor Day	44
XLV. Variety of Expression	45
XLVI. Common Errors. — “ <i>You</i> ”	46
XLVII. The Paragraph	47
XLVIII. Composition. — Original. — The Eskimos	48
Additional Exercises	49
Review	50

CHAPTER III. THIRD YEAR — SECOND HALF.

XLIX. Lesson in Interpretation. (The Little Artist.)	51
Review	52
L. Composition. — Reproduction. (Bell the Cat.)	52
LI. Correct Forms. — <i>Parts of Do</i>	53
LII. Composition — Model and Reproduction. (Grant.)	55
LIII. Correct Forms. — <i>Parts of See</i>	56
LIV. Picture Study — Baby's First Ride. — Scaffi	58
LV. Correct Forms. — <i>Parts of Come</i>	60
LVI. Model Christmas Letters	61
LVII. Correct Forms. — <i>Parts of Go</i>	63
LVIII. Composition — Original. — Our Bird Friends	65
LIX. The Statement. — <i>Its Chief Parts</i>	66

CONTENTS

	Page
LX. Letter — Model and Original	67
LXI. Name Words. — <i>More than One</i>	67
LXII. Composition — Original. — The Pilgrims	68
LXIII. Name Words. <i>More than One</i>	68
LXIV. Composition — Model and Original. (My First Day at School.)	69
LXV. Name Words. <i>More than One</i>	70
LXVI. Model Letters of Invitation (with envelope form.)	71
LXVII. Combining Sentences	72
LXVIII. Composition — Original. — A Lion	74
LXIX. Combining Sentences	74
LXX. Composition — Original and Reproduction. (Echo.)	76
LXXI. Combining Sentences	77
LXXII. Composition — Original. — Autumn Leaf	78
LXXIII. Synonyms	78
LXXIV. Composition — Original. — Thanksgiving Day .	79
LXXV. Variety of Expression	79
Review	80
LXXVI. Letters — Model and Original. — Answers to In- vitations	80
LXXVII. Paragraphing	81
LXXVIII. Composition — Original. — Winter	82
LXXIX. Variety of Expression	82
LXXX. Composition — Model and Original (Abraham Lincoln.)	82
Additional Exercises	83
Review	84

CHAPTER IV. FOURTH YEAR — FIRST HALF.

	Preliminary Notes	87
LXXXI.	Composition — Original. — My Pet	89
	Review	90
LXXXII.	<i>Addresses and Dates for Letters</i>	90
LXXXIII.	Composition. — Model and Original. (The Snail's Story.)	92
LXXXIV.	Capital Letter. — Titles of Books	93
LXXXV.	Letters. — The Form. — The Envelope	94
LXXXVI.	<i>Contractions, Apostrophe in.</i> See also p. 40	96
LXXXVII.	Composition — Original. — A Summer Shower	96
LXXXVIII.	<i>Quotation-Marks</i>	97

CONTENTS

	Page
LXXXIX. Letters. — The Beginning and the End . . .	98
XC. Lesson in Interpretation. (Better than Gold.)	100
XCI. Name Words. — <i>More than One</i>	101
XCII. Composition — Reproduction. (The Ant and the Grasshopper.)	102
XCIII. Words that Tell <i>What Things Do</i>	102
XCIV. Letters — Original. — Vacation and Promotion	103
XCV. Words that Tell <i>What Things Do</i>	104
XCVI. Composition — Model and Original. (A Bird who had no Home.)	104
XCVII. Words that Tell <i>What Things Do</i>	105
XCVIII. Composition — Original. — Precious Metals .	106
XCIX. Words that Tell <i>What Things Do</i>	106
C. Composition — Original. — The Senses . . .	107
CI. Letters — Original. — Invitation and Answer .	108
CII. Words that Tell <i>What Things Do</i>	109
CIII. Composition — Original. — The Raindrop's Journey	110
CIV. Words that Tell <i>What Things are Doing</i> . .	110
CV. Composition — Model and Reproduction. (Na- than Hale.)	111
CVI. Words that Tell <i>What is Done to Things</i> . . .	112
CVII. Letters — Original	113
CVIII. Picture Study. (An Unexpected Meeting.) .	114
CIX. Words that Tell <i>What is Done to Things</i> . .	116
CX. Composition — Original and Reproduction. (The Legend of Robin Redbreast.)	117
CXI. Words that Tell <i>What Things are Doing</i> . . .	118
CXII. Composition — Original. — How to Play a Game	118
CXIII. Words that Tell <i>What Things Did</i>	119
CXIV. Letters — Model and Original	120
CXV. Words that Tell <i>What Things Are</i>	121
CXVI. Lesson in Interpretation. (Selection from Hia- watha)	122
CXVII. Words of Quality — <i>Quality Words</i>	123
CXVIII. Composition — Original. — Autobiography .	124
CXIX. Paragraphing	125
CXX. Composition — Reproduction. (Ceres.) . . .	126
CXXI. Common Errors — Repetition	127
CXXII. Letter — Model and Original	128
CXXIII. Variety of Expression	128
Review	129

CONTENTS

CHAPTER V. FOURTH YEAR — LAST HALF.

	Page
Preliminary Notes	131
CXXXIV. Composition — Original. — A Pleasant Holiday	132
CXXXV. Capital Letter. — Names Made from Particular Names	133
Review	133
CXXXVI. Composition — Reproduction and Original. (Two Children.)	134
CXXXVII. Capital Letter. — The Names of God	134
CXXXVIII. Letters — Original	135
CXXXIX. <i>Dash and Parenthesis</i>	136
CXXX. Composition — Reproduction. (The King and the Haymaker.)	136
CXXXI. <i>The Comma in Address</i>	138
CXXXII. Composition. — Interpretation and Reproduction. (<i>Piccola.</i>)	139
CXXXIII. Possessive Case. — <i>Rule</i>	141
CXXXIV. Letters — Model and Original	142
CXXXV. <i>Quotation-Marks — Broken</i>	143
CXXXVI. Composition — Original. — A Snow Storm	144
CXXXVII. The Statement. <i>Its Chief Parts</i>	145
CXXXVIII. Composition — Original. — The Ancient Greeks. <i>Alternative — The Japanese</i>	146
CXXXIX. Enlarging the Sentence. — <i>The Part that Names</i>	148
CXL. Letters — Model and Original	150
CXLI. Enlarging the Sentence. — <i>The Part that Tells</i>	151
CXLII. Composition. — Original. — Planting a Seed	152
CXLIII. Changing the Order of the Sentence	153
CXLIV. Composition. — Original. — Our Opening Exercises	154
CXLV. Correct Forms. — <i>The Part that Tells</i>	155
CXLVI. Letters — Model and Original	156
CXLVII. Words that Tell <i>What Things Are</i>	157
CXLVIII. Lesson in Interpretation. (<i>Coal.</i>)	158
CXLIX. Words of Quality — <i>Quality Words</i>	158
CL. Composition — Original. — Cat and Dog Contrasted	159
CLI. Words of Quality — <i>Quality Words</i>	161

CONTENTS

	Page
CLII. Composition — Reproduction. (The Legend of the Dandelion.)	162
CLIII. Words of Quality — <i>Quality Words</i>	164
CLIV. Composition — Original. — My Favorite Tree	165
CLV. Words of Quality — <i>Quality Words</i>	166
CLVI. Letter — Original	167
CLVII. Common Errors. — <i>Double Negatives</i>	167
CLVIII. Composition — Original. — The Coming of Spring	168
CLIX. Common Errors. — <i>Done and Seen</i>	170
CLX. Composition — Reproduction. (The Story of Venus.)	171
CLXI. Variety of Expression	172
CLXII. Letter — Model and Original	172
CLXIII. Statements Changed to <i>Questions and Exclamations</i>	173
CLXIV. Composition — Original and Reproduction. (Anecdote of Benjamin Franklin.)	174
CLXV. Combining Sentences	176
CLXVI. Common Errors — <i>Them and Those</i>	176
Additional Exercises	177
Review	179
Summary of Rules	183

GRADED COMPOSITION LESSONS

CHAPTER I

INTRODUCTION

HAVE you ever stopped to think how much your happiness depends on your having the power to tell your wants and thoughts? As you know, you do this by means of words—language, we call it.

This language may be spoken or written. At first you will only speak it, but if you are careful to speak it *well*, then it will be quite easy by and by to write it *well*. The lessons in this little book will teach you how to do both, if you are faithful in doing each day's work.

I. CONVERSATION—THE SQUIRREL.

Did you ever see a squirrel? Where?

He is a playful little animal.

He has bright eyes and a soft fur coat.

What kind of tail has he?

Did you ever see a squirrel eating a nut?

His teeth must be very sharp.

The squirrel lives in trees and makes his nest of leaves.

What does he do in the winter when it is cold, and there are no nuts under the trees?

Once there was a little Indian boy, named "Hiawatha," who took a walk in the woods and met a squirrel, or, as the Indians call this little animal — "Adjidaumo." This verse tells what the squirrel said to him :

Up the oak-tree close beside him,
Sprang the squirrel, Adjidaumo,
In and out among the branches,
Coughed and chattered from the oak-tree,
Laughed and said between his laughing,
"Do not shoot me, Hiawatha!"

In what kind of tree did the little Indian boy see the squirrel? What do you suppose the squirrel was looking for? What did the squirrel say?

II. THE SENTENCE—CAPITAL LETTER AND PERIOD.

Read the following group of words.

A little plant sleeps within each seed.

This is a sentence, because it tells us about something, and what that something does.

What is spoken of in this sentence?



THE SQUIRRELS. — *Carter.*

What does the plant do ?

With what sort of letter does the sentence begin ?

Do you know the name of the mark (.) at the end ? It is a period.

Rule. — Every sentence should begin with a capital letter.

Rule. — A period should be placed at the end of every sentence that tells something.

1. WRITTEN EXERCISE.¹

Copy one of the following sentences ; the one you think the prettiest.

Caution. — Be sure to begin the sentence with a capital letter, and end it with a period.

Always leave a margin of one-half inch on the left-hand side of your paper. When you *begin* a sentence leave an inch.

1. The daisies nod in the wind.
2. The trees will soon put on their bright colors.
3. The birds have flown away.
4. The ships sailed on the broad sea.
5. The sky is blue and clear.
6. Little children, love your parents.

Memory Gem.

An effort for the happiness of others lifts us above ourselves.

— Mrs. L. M. Child.

¹ NOTE, *Teacher* — At least one sentence should be copied each day. This drill will be found invaluable.

III. LESSON IN INTERPRETATION.

Read the following verses.

RAINDROPS.

Sweet and sparkling is every drop
That slides from the soft gray clouds.
Blossoms will blush to the very top
Of the bare old tree in crowds.

— *Selected.*

Caution. — In answering the following questions be sure to use a *complete sentence*. As, "What comes from the clouds?" Do not say, "Rain;" but, "Rain comes from the clouds."

How does the rain fall from the clouds? The rain falls from the clouds in sweet and sparkling drops.

What comes from the clouds, and how?
Why are clouds gray?

What do you mean by "Blossoms will blush"?

What has brought the blossoms forth? Will the tree look prettier?

What season is this?

2. WRITTEN EXERCISE.

Copy one of the following sentences. See if the thoughts are true and beautiful.

Caution. — Do not forget the capital and period.

1. A good name is better than riches.
2. The dew bathes every spray.
3. The brook sings over the stones.
4. The snow keeps the roots of the plants warm.
5. Truth is beautiful, as well as mighty.

IV. THE MARK THAT ASKS QUESTIONS (?).

Read the following sentence.

Did you see the sun rise to-day ?

Do you know what the mark at the end of this sentence is called ? It is a question-mark. We use it whenever we ask a question.

Rule. — Every sentence that asks a question should begin with a capital letter, and end with a question-mark.

3. WRITTEN EXERCISE.

Copy one of the following sentences. Read them all and try to remember what they teach you.

1. Where do the buttercups get their gold ?

2. Who teaches the birds how to build their nests ?

3. Where does the earth get its light and heat ?

4. Do you always obey your parents ?

5. Is it not better to know much of a few things than a little of many ?

6. Are there clouds in the sky to-day ?

Memory Gem.

Hast thou sounded the depths of yonder sea,
And counted the sands that under it be ?
Hast thou measured the height of heaven above ?
Then may'st thou measure a Mother's love.

— E. Taylor.

V. CONVERSATION.

Read the following selection.

GOOD DEEDS.

Good deeds will shine as bright as the stars of heaven. So let us strive to be good and to do something to make others happy, for then *we* shall be happy ourselves.

Have you done anything to-day to make any one else happy? What was it?

Has any one else made you happy? How?

Which act gave you the most pleasure?

4. WRITTEN EXERCISE.

Write a sentence on one of the following subjects. Try to write a pretty sentence.

Caution. — Remember to use the capital letter and the period, or the question-mark if you ask a question.

Winter.

A Dog.

Holidays.

Summer.

A Horse.

Bees.

A smile.

A Ship.

A kind act.

Rain.

Dolls.

Mother.

Baby.

Book.

Slate.

Memory Gem.

If you've tried and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

— *Phæbe Cary.*

VI. THE MARK THAT SHOWS SUDDEN FEELING (!).

Read the following sentences.

Poor child, let her go!

Hurrah, Hurrah! it is snowing!

Observe the mark at the end of these sentences. Do you know what it is called? It is a wonder-mark. We use it at the end of every sentence that shows sudden feeling, such as delight, surprise, anger, etc.

Rule.— Every sentence that shows sudden feeling should begin with a capital and end with a wonder-mark.

5. WRITTEN EXERCISES.

a. Copy one of the following sentences.

Caution.— Observe the capital and the wonder-mark.

1. How you made me jump!
2. Hush! he will hear you.
3. Crash went the stone through the window!
4. How beautiful is the rain after the dust and the heat!

b. Write the following sentences from dictation.

1. Were you ever at the seaside?
2. We found pretty pebbles there.
3. The water makes them round and smooth.
4. The waves roll up on the sand.

VII. THE MARK THAT DIVIDES THE SENTENCE (,).

Read the following sentences.

Dare to be true, nothing can need a lie.

The sky had a rosy glow in the east, and the sun came up like a ball of fire.

Do you know what the mark is called after “true,” in the first sentence, or “east” in the second? It is called the comma (,).

Rule.—A comma should be placed wherever there is a short pause in the sentence.

6. WRITTEN EXERCISE.

Copy one of the following sentences.

Caution.—Observe the comma.

1. Work while you work, play while you play.
2. What I do, I try to do well.
3. When the wind blows the snow about, it is great fun to be out of doors.
4. The spring flowers are welcome after the long, cold winter.

Memory Gem.

Learn these lines by heart, and find out what they mean.

Little things, yes, little things
Make up the sum of life ;
A word, a look, a single tone
May raise or calm a strife.

— *Selected.*

REVIEW.

- a. Copy two of the following sentences that tell something.*
- b. Copy two that ask questions.*
- c. Copy two that show sudden feeling.*

1. The dew sparkles in the sunlight.
2. Where does the plant get its food?
3. I am hurt!
4. Rain and sunshine make the grass grow.
5. Where does the bird hide her nest?
- b. Hark! I hear her sing.

VIII. THE MARK THAT JOINS (-).

Read the following sentences.

The pond-lily floats in the lake.

The stars are the forget-me-nots of the Angels.

Do you know what the mark is called that joins "pond" and "lily"? It is written thus, - and is called the hyphen.

The hyphen is also used when there is not enough room for the whole of the last word on a line. A syllable should never be broken; write as many syllables as possible, then place a hyphen (-) and carry the rest over to the next line.

Rule.—The hyphen joins two or more words and makes them into one. The hyphen is written after a syllable or syllables at the end of a line, when there is not room for the whole word.

7. WRITTEN EXERCISE.

Write a sentence on one of the following subjects.

Caution.— Remember the capital and the period.

Flowers.

Plum-pudding.

The Sea.

Sugar-cane.

A Game.

To-day.

IX. HOW TO WRITE THE WORDS I AND O.

Read the following sentence.

In the morning when I got up it was raining.

What kind of letter is used in the word *I*?

Rule.— *I* and *O* should always be written as capitals when written alone.

8. WRITTEN EXERCISES.

a. Copy the following sentences.

1. See that large water-bird!
2. It has a long curved neck, and is called a swan.
3. Do you not think it is graceful?
4. The swan makes its nest by the side of the pond.
5. Mary and I know how to sew.
6. Now I have a bird of my own.
7. Sail on, O Ship of State!
8. When the day is clear I go out to play.

b. Write the first four sentences from dictation.

**X. LESSON IN INTERPRETATION AND
WRITING OF POETRY.**



“LITTLE FLOWERS BEGIN THEIR GROWING.”

Read the following stanza.

LITTLE FLOWERS.

In the snowing and the blowing,
In the cruel sleet,
Little flowers begin their growing
Far beneath our feet.

Caution.— In answering the following questions be sure that you give your answer in a *sentence*.

What is beginning to grow in this cruel weather?

Where are they, can you see them ?
 What time of the year is it ?
 How can anything grow when it is so cold ?
 What keeps them warm ?
 When will you be able to see them ?
 With what kind of letter does each line
 begin ?

Observe that the second and fourth lines begin a little further in and stand under each other, also that they end with the same sound.

Rule.— The first word of every line of poetry should begin with a capital letter.

9. WRITTEN EXERCISES.

- a. *Copy the stanza given above.*
- b. *Write the rule from memory.*

Memory Gem.

Be noble ! and the nobleness that lies
 In other men, sleeping, but never dead,
 Will rise in majesty to meet thine own.

— *James Russell Lowell.*

XI. POETRY — PROSE.

Do you know what we mean by poetry ?
 Do you know what we mean by prose ?
 Was the stanza you learned in the previous
 lesson prose or poetry ?
 Was the “Memory Gem” you learned in lesson five
 prose or poetry ?
 How does each line of poetry begin ?

10. WRITTEN EXERCISES.

a. Copy the following poetry and prose.

1. Dare to say No. To refuse to do
a bad thing is to do a good one.

2. Twinkle, twinkle, little star!
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

b. Write the prose given above from dictation.

XII. HOW TO GET IDEAS.

In order to talk or write about anything you must first have something to tell. If you *observe*, that is, *look closely* at things about you, and think over what you *see* and *hear*, you will have ideas about these things and be able to talk about them. When you think about a certain object, for instance, one that you have seen, you should have in your mind so clear a picture of it, that you can tell all about it, its color, shape, size, etc.

11. ORAL EXERCISES.

Caution.—Be sure to answer the following questions in complete sentences.

a. Close your eyes now and think of a tree.

Do you not see one before you almost as clearly as if you were looking at it? Describe it. Could you describe a tree if you had never seen one, or a picture of one? Could you describe it if you had not looked at it carefully? Who has looked closely and therefore given the best description?

b. Tell what picture is in your mind when you think of —

The moon.

An Indian.

A snow-storm.

A daisy.

A butterfly.

A rainy morning.

XIII. HOW TO WRITE THE NAMES OF PERSONS AND PLACES.

Read the following sentences.

George Washington was our first president.

There are forty-five States in the United States.

What kind of letter is used at the beginning of "George Washington," and the "United States"?

Rule. — The name or names of a particular person and a particular place should begin with a capital letter.

12. WRITTEN EXERCISES.

a. Write two sentences using the names of persons you know.

b. Write two sentences naming the places you would like to visit.

Memory Gems.

I.

The bravest are the tenderest, —
The loving are the daring.

— Bayard Taylor.

II.

Civility costs nothing, and buys everything.

— Mary Wortley Montagu.

III.

Count that day lost whose low descending sun
Views from thy hand no worthy action done.

— Hobart.

XIV. CONVERSATION LESSON.

Read the following selection.

A MENTAL PICTURE.

I see a happy little boy in a warm, fire-lighted room. Outside the wind blows cold, but that little boy is warm and safe at his mother's knee. I wonder if he knows how happy he is.

Does this description present a clear picture to your mind? Why?

How did the writer get so clear a picture? Did he use his eyes and his ears?

13. ORAL EXERCISE.

Tell me in the best words you can —

1. What you see from the window.
2. What the plants and pictures or ornaments in your room look like.
3. How the sky looked on your way to school.

Who do you think has observed most closely? Why do you think so?

XV. HOW TO WRITE TITLES OF RESPECT.

Read the following sentences.

Does Mr. Brown live here?

My Aunt Mary is sick.

With what kind of letter does "Mr." begin, and "Aunt"?

Observe the mark after "Mr." (.) because it is shortened from Mister. Would "Aunt" written alone take a capital?

Rule. — Titles of respect should begin with capital letters.

14. WRITTEN EXERCISES.

a. Copy the following sentences.

1. Miss Smith teaches my class.
2. Mr. and Mrs. Allen live on the corner.
3. General Grant has a fine tomb.
4. Uncle John gave me a new ball.
5. This letter is for Master Frank Jones.
6. Yes, Sir, I will go at once.
7. Did Doctor Brown call at your house?

b. Write the following sentences from dictation.

1. See it rain !
2. Little drops of rain, where do you come from ?
3. We come from the clouds up in the sky.
4. How did you get up there ?
5. The sun drew us up.

XVI. VARIETY OF EXPRESSION.

Read the following sentences ; copy the one in each pair that you think is the prettier.

1.

The brook flowed over the pebbles.

The little brook ran along singing over the pebbles.

2.

The snow covers the earth and keeps it warm.

Like a soft, white blanket, the snow covers the earth and keeps it warm.

XVII. HOW TO WRITE THE NAMES OF THE DAYS OF THE WEEK AND THE MONTHS.

Read the following sentences.

The apple-tree is covered with pink and white flowers in May.

Next Monday I shall be eight years old.

Why are "May" and "Monday" written with capital letters?

Rule.—The names of the days of the week and the months should begin with capital letters.

15. WRITTEN EXERCISES.

- a. Write two sentences naming your favorite months.*
- b. Write two sentences using the names of days of the week.*
- c. Copy one of the following selections.*

1. Do not look for wrong or evil,
 You will find them if you do;
 As you measure for your neighbor
 He will measure back to you.

— *Alice Cary.*

2. The clouds have four children. Rain is the oldest child. Then comes snow. Snow covers the plants with a warm, white blanket. Hail rattles against the window. Sometimes he is naughty and breaks the glass. Dew is the baby. In the winter we call him Frost.

3. All plants that have flowers also have seeds.
Some seeds grow in pods.
Some seeds grow inside of the fruit.
Maple seeds have wings, and can fly from place to place.

4. Early to bed and early to rise
 Makes a man healthy, wealthy, and wise.

ADDITIONAL EXERCISES.

a. Copy the following wise sayings or maxims.

1. Order is heaven's first law.
2. A place for everything, and everything in its place.
3. Well begun is half done.

b. Copy the following stanza.

Be kind and be gentle
To those who are old.
For dearer is kindness,
And better, than gold.

c. Write the following stanzas from dictation.

1. Little builders, build away !
Little builders, build to-day !
Build a tower pure and bright.
Build it up in deeds of light.
2. The fisher who draws in his net too soon
Won't have any fish to sell.
The child who shuts up his book too soon
Won't learn any lesson well.

d. Write any stanza, you have learned, from memory.

REVIEW.

- a. Write a pretty sentence that tells something.*
- b. Write a pretty sentence that asks a question.*
- c. Write a sentence that shows wonder or surprise.*
- d. Write from memory four lines of poetry.*
- e. Write a sentence that brings in the word "I."*
- f. Write a sentence that brings in the name of a person.*
- g. Write a sentence that brings in the name of a place.*

h. Write the name of the day of the week and the month on which you are writing.

i. Write your father's full name and the State in which he lives.

j. Write your teacher's name or your doctor's.

k. Write an answer to this question : " What is the color of your eyes ? "

CHAPTER II

THIRD YEAR — FIRST HALF

XVIII. LESSON IN INTERPRETATION.

Read the following stanza and learn it by heart.

HE PRAYETH BEST.

He prayeth best who loveth best
All things both great and small ;
For the dear God who loveth us,
He made and loveth all.

— *Samuel Taylor Coleridge.*

What has God made? Whom does God love? What should we love? Why? Then how will we pray?

16. WRITTEN EXERCISES.

- a. Copy the stanza given above.*
- b. Copy the following wise sayings or maxims.*

1. Haste makes waste.
2. Birds of a feather flock together.
3. A stitch in time saves nine.

Memory Gem.

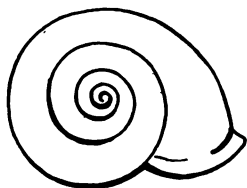
Children, make your mother happy,
Many griefs she has to bear ;
And she wearies 'neath her burdens —
Can you not those burdens share ?

XIX. MODEL COMPOSITION.¹

Read the following composition.

SHELLS.

Some shells are very pretty and make nice toys. Many are found on the seashore. They are the houses of little animals with soft bodies. Shells are of two kinds: those in two parts, joined by a hinge like the clam, and those in one piece like the snail-shell.



SNAIL-SHELL.

Have you any shells in your class-room? Have you any at home? If so, bring them to school with you to show your classmates.



CLAM-SHELL.

Can you name any shells you have seen, or tell what they look like? What

other shell do you often see that has a hinge like the clam-shell?

¹ NOTE, *Teacher* — All work in composition should be preceded by conversation on the subject in hand, — questions asked by teacher and answered by pupil, or *vice versa*. Even before the copying of model compositions and letters, there should be discussion. The child must *know* and *feel* that the written work stands for an idea, a thought, or his work will often be purely mechanical. The conversations given here are merely suggestive; much depends on the time and material, so that the teacher is the best judge of how much and what to ask. Want of space, too, prevents many lessons being preceded by the necessary oral work.

Have you ever seen the animal that lives inside a shell? Some live on land and some in the water. Some shells have beautiful colors. Did you ever see one of these?

What do you know about shells?

17. WRITTEN EXERCISES.

- a. *Copy the composition on "Shells."*
- b. *Write the composition on "Shells" from dictation.*

Caution.—Be careful to begin your title with a capital and place it in the middle of the first line. Leave a line below. Remember to begin a paragraph one inch from the left-hand edge of your paper, and the rest of the composition one half-inch from the edge.

- c. *Make a drawing of a shell.*

REVIEW.

- a. *Copy the following sentence.*
- b. *Write it from dictation.*
- c. *Give a reason for every capital used.*

Last Tuesday John and I went to Brooklyn.

- d. *Copy the following paragraph.*

Columbus liked to listen to the stories that the sailors told him of the far-off lands across the sea, and to look at the strange things that they had brought with them.

- e. *Write the paragraph given above from dictation.*

Memory Gem.

Little drops of water,
 Little grains of sand,
 Make the mighty ocean
 And the beautiful land.

XX. MODEL COMPOSITION.

Read the following composition.

PLANTS.

The growth of a flower is wonderful! You take a little seed. You plant it in the ground and water it. A blade of green soon springs through the earth. The green stalk bears leaves, then comes a bud. The bud opens and changes into a beautiful flower.

18. ORAL EXERCISE.

Tell all you have noticed about the growth of a plant.

19. WRITTEN EXERCISES.

- a. Copy the composition on "Plants."*
- b. Write it from dictation.*

XXI. COLON AND SEMI-COLON.

Read the following sentences and learn them by heart.

I pledge allegiance to my flag, and to the Republic for which it stands; one Nation indivisible, with Liberty, Justice.

Good temper is like a sunny day: it sheds a brightness over everything.

Do you know the name of this mark (;) or this one (:) used in the sentences given above?

(;) This is called the semi-colon, and this (:) the colon. Do you know why they are used?

Rule. — The colon and the semi-colon divide the sentence like the comma, but the pause is longer than at the comma.

20. WRITTEN EXERCISE.

Copy the sentences given above.

XXII. MODEL LETTERS.

Read the following letters and study their arrangement.

Dear Papa :

Your kind letter made us all very happy. We are well, and hope you will be with us soon.

Fido is a good dog and plays with me every day. Last week I had a good ticket.

Your loving son,

Jacob.

Dear Papa :

You have been away a long time, and it is lonesome at home without you. I hope you are well, and think of us often. Come home soon to

Your little girl,
Sadie.

With what kind of letters do "Dear" and "Papa" begin?

How far in are they placed on the line?

What mark of punctuation is used after "Papa"?

Observe that the first word of the letter is placed under the colon and begins with a capital.

Observe that the first word of the closing line takes a *capital* and a line for itself, and is followed by a comma. The name is placed below on another line.

21. WRITTEN EXERCISE.

Copy one of the letters given above.

XXIII. ABBREVIATIONS, INITIALS, AND TITLES OF RESPECT.

Read the following names.

A. Lincoln.

G. Washington.

Do you know what A. stands for, or G. ? The first letter in "Abraham" is A., in "George" is G. The first letter of any name is called its *initial* letter. The initials A. L. stand for "Abraham Lincoln."

What are the initials of "George Washington?"

Rule. — The name of a person may be shortened by writing the first letter (capital) and placing a period (.) after it.

Titles of respect may be shortened.

Mr. Mister

Mrs. Mistress

Dr. Doctor

Observe the use of the period with the shortened form.

22. WRITTEN EXERCISES.

a. Copy the following sentences.

1. Mr. G. Allen lives here.

2. Dr. Lamb owns that house.

3. H. W. L. are the initials of the poet Longfellow's name.

4. Mrs. A. Smith has moved next door.

5. T. J. stands for Thomas Jefferson.

b. Write the sentences given above from dictation.

c. Write the initials of your own name and those of your father's name.

XXIV. MODEL COMPOSITION.

Read the following composition, and learn by heart what it teaches you about "Columbus."

COLUMBUS.

Over four hundred years ago a poor boy named Christopher Columbus was born in Italy. He loved the sea and became a great sailor. He found that the earth was round. He wanted ships, so the Queen of Spain sold her jewels to give him money to buy them. He sailed across the ocean and found this new country.

What does this composition teach you about Columbus?

Can you tell anything else about Columbus?

There are many capitals used in this composition. See if you can give a reason for each one.

23. WRITTEN EXERCISES.

- a. Copy the composition given above.*
- b. Write it from dictation.*
- c. Copy the Memory Gem given below.*

Memory Gem.

The Santa Maria moves proudly up,
And drops her anchor nighest ;
And "Glory to God !" the sailors sing ;
With "Glory to God !" the wild waves ring
"Glory to God in the highest !"

J. T. Trowbridge.

XXV. ABBREVIATIONS — PLACES.

Read the following abbreviations.

St. Street.

Ave. Avenue.

N. Y. New York.

Va. Virginia.

Do you know what "St." stands for? What "Ave." stands for? What "N. Y." and "Va." stand for? Why are they so written?

With what kind of letters do they begin, and what mark is placed after them?

24. WRITTEN EXERCISES.

a. Write in a shortened form —

Clark Street.

Georgia.

Columbus Avenue.

New Jersey.

b. Write in the short way —

1. The State where you live.
2. The city or town where you live.
3. The street or avenue where you live.
4. 101 Morris Street, Philadelphia, Pennsylvania.

XXVI. MODEL LETTERS.

Read the following letters and study their arrangement.

Sparta, N. Y.

Dear Aunt Annie:

Please come to see us very soon. I wish to show you how well I can sew now. My little sister is beginning to walk and talk. She plays with me after school. We send our love and hope you are well.

Your loving niece,

Mary Thompson.

Maysburg, N. J.

Dear Joe :

Can you come over next Saturday about two o'clock, to play with me? I am expecting some other boys, and would like to have you join us. Let me know this afternoon and oblige

Your friend,
Henry McLane.

How can you tell where these letters were written ?

Observe that the name of the place at which you are writing is placed on the right-hand side of your paper. *Observe* also the punctuation.

25. WRITTEN EXERCISES.

- a. *Copy one of the letters given above.*
- b. *Write it from dictation.*

XXVII. ABBREVIATIONS — DAYS AND MONTHS.

Read the following abbreviations.

Monday.	Mon.	Thursday.	Thurs.	Saturday.	Sat.
Tuesday.	Tues.	Friday.	Fri.	Sunday.	Sun.
Wednesday.	Weds.				
January.	Jan.	May.	May.	September.	Sept.
February.	Feb.	June.	Jun.	October.	Oct.
March.	Mar.	July.	Jul.	November.	Nov.
April.	Apr.	August.	Aug.	December.	Dec.

Observe the period. It is always placed after a word that is written in the short way.

26. WRITTEN EXERCISE.

Copy the abbreviations given above.

XXVIII. MODEL COMPOSITION.**COTTON-BOLL.**

Read the following composition through carefully.

COTTON.¹

Cotton grows in warm countries.

When ripe it is soft and white, with a few dark seeds. Then negroes pick it and put it into baskets. It is cleaned and taken away where it is made into thread and cotton goods.

Where does cotton grow? How does it look? How is it gathered? What are its uses?

27. WRITTEN EXERCISES.

- a. *Copy the composition given above.*
- b. *Write it from dictation.*

Memory Gem.

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table:
At least as far as he is able.

— *Robert Louis Stevenson.*

¹ NOTE, *Teacher* — Try coffee, tea, sugar, etc., on the same plan.

XXIX. CORRECT FORMS—IS AND ARE.

Read the following sentences.

James *is* at school.

James and Helen *are* at school.

My book *is* old.

My books *are* old.

How many persons are spoken of in the first sentence? How many in the second?

How many things are spoken of in the third sentence? How many in the fourth?

In speaking of one person or thing, do you use *is* or *are*? What word do we use in speaking of more than one?

Rule. — *Is* should be used in speaking of *one person or thing*.
Are should be used in speaking of *more than one*.

28. WRITTEN EXERCISES.

a. Copy the following sentences, filling in each blank space with the proper word (is or are).

1. The tree — green.
2. The trees — green in the spring-time.
3. My foot — cold.
4. My feet — cold.
5. This lesson — easy.
6. My new lessons — difficult.

b. Copy the following maxims.

1. Familiarity breeds contempt.
2. A bird in the hand is worth two in the bush.
3. Patience is the key of content.

XXX. CAT. AND KITTENS.

What do you see in this picture ?

What is the mother doing ?

What are the two kittens beside her doing ?

What is in the basket ?

What is the basket for ?

Does the mother look happy and contented ?

How can you tell ?

Notice the kittens' ears. Are they afraid, or listening ? Perhaps they are going to play with one another. What do you think ?

Are they happy ? Why ?

29. WRITTEN EXERCISE.¹

Write answers to the following questions.

1. This is a picture of what ?
2. What is the mother doing ?
3. Where are the kittens ?
4. What will they soon be doing ?
5. Is this a happy family ? Why ?

¹ *NOTE, Teacher* — The very earliest effort towards original composition should be *class work* ; sentences furnished by the children and written on the board by the teacher. When there is sufficient material, this should be corrected by the class, directed and assisted by the teacher. Later, when the children themselves are to write, the teacher first questions the class, placing on the board, briefly worded, the successive steps or links suggesting the logical order or sequence. To follow this outline and write out good connected sentences is all that may be expected at this stage. Remember to keep all the work as easy and simple as possible. It is natural for young children to think of the composition as a *whole* ; for the oral work, then, let them express themselves freely, reserving to yourself the right of selecting and arranging ; in this way adhering to the precept, " From the whole to its parts."



CAT AND KITTENS. — *Lambert.*

XXXI. QUOTATION-MARKS.

Read the following sentences.

"Have you studied your lesson?" said the teacher.

"Yes, Miss Smith," answered the child.

What were the teacher's words?

What were the child's?

Observe the marks placed before and after their words, " ".

Do you know what they are called? They are called Quotation-Marks.

Rule. — Quotation-marks should be used whenever the exact words of any one are repeated.

30. WRITTEN EXERCISES.

a. Copy the following sentences, also those at the beginning of the section.

1. "Be good and you will be happy," said the old man.

2. Mary called, "Please help me up."

b. Write the sentences given above from dictation.

c. Write a sentence of your own, using the exact words of another person.

XXXII. COMPOSITION — REPRODUCTION.

Read the following story.

THE FOX AND THE GRAPES.¹

A fox in search of prey came to a grapevine on a trellis. The vine hung full of sweet grapes. The fox leaped up

¹ **NOTE, Teacher** — Stories for reproduction should always be read at least twice, and all difficulties explained. The easy narrative reproduced from outline is the most suitable work for the third year, as the child will have enough difficulty with the language, without having to hunt for ideas.

many times, for he wanted them badly. But they hung so high that all his leaping was in vain. Some birds sat on a neighboring tree and laughed at his efforts. Finally he turned away with contempt, saying: "The grapes are too sour for me; I do not want them."

Who went hungry and thirsty through the woods?

What did he come to?

Where were the grapes?

What did the fox try in vain to do?

What did he say to comfort himself?

31. WRITTEN EXERCISE.¹

Caution.—Be careful to use the quotation-marks when you repeat the exact words of the fox.

Write answers to the questions asked above.

XXXIII. VARIETY OF EXPRESSION.

Read the following sentences. Copy the one in each pair that you think the prettier. Learn them by heart.

1.

The white wings of the gull shone in the sun.

The snowy wings of the gull flashed in the sunlight.

2.

Our flag is beautiful.

How beautiful is our flag, with its dazzling stars and stripes.

¹ **NOTE, Teacher**—During the third and fourth year all composition work must be corrected orally and individually, although sentences with faults common to many may be placed on the board for class inspection and criticism.

XXXIV. MODEL LETTERS.

Read the following letters and study their arrangement.

Putnum, N. Y.

Dear John :

I have been promoted, and I like my new class and my new teacher very much. I mean to work hard this term. What class are you in now?

We have some gold-fish in our room, and I help my teacher to take care of them.

With love to all at home,

Your sincere friend,

William Jones.

Beverley, Mass.

Dear Annie :

Last Tuesday we had no school, for it was Washington's Birthday. In the morning I helped my mother by taking care of the baby. In the afternoon my father took us for a walk. How did you spend your day?

We send our love. I hope to see you soon.

Your affectionate friend,

Emma Louis.

32. WRITTEN EXERCISES.

a. *Copy one of the letters given above.*

b. *Write one of them from dictation.*

Memory Gems.

I.

Be not simply good, be good for something.

— *Henry David Thoreau.*

II.

He that rises late must trot all day.

XXXV. CORRECT FORMS — WAS AND WERE.

Read the following sentences.

The door *was* open.

The doors *were* open.

There *was* one boy in the room.

There *were* many boys in the school.

How many things are spoken of in the first sentence? How many in the second?

How many persons are spoken of in the third sentence? How many in the fourth?

In speaking of one person or thing, what word do we use?

In speaking of more than one what word?

Rule. — *Was* should be used in speaking of *one person or thing*. *Were* should be used in speaking of *more than one*.

33. WRITTEN EXERCISES.

Copy the following sentences, filling in each blank space with the proper word (was or were).

1. Tom — playing ball.
2. The children — playing house.
3. The egg — in the nest.
4. The eggs — in the basket.
5. The bee — buzzing in the window.
6. The bees — buzzing in the hive.

Memory Gem.

Believe not each accusing tongue,
 As most weak people do ;
 But still believe that story wrong,
 Which ought not to be true.

— *Sheridan.*

XXXVI. MODEL COMPOSITION.

Read the following composition.

GEORGE WASHINGTON.¹

Long ago there lived a boy named George Washington. He was born February 22, 1732, in the State of Virginia. He was a brave and good boy and loved his mother dearly. When he grew up he helped us to win a great war that made us free. He became our first President and the "Father of his Country." He died when he was sixty-seven years old.

Notice that this composition tells you *when* and *where* Washington was born. What *kind* of boy and man he was. What *he did for his country* and *when* he died.

34. WRITTEN EXERCISES.

- a. Copy the composition given above.
- b. Write what you can of it from memory.

Memory Gem.

Let all the ends thou aimest at be thy country's, thy God's, and truth's.

— William Shakespeare.

XXXVII. THE POSSESSIVE CASE—A USE OF THE APOSTROPHE.

Read the following sentences.

John's coat is torn.

The girl's hat blew off.

¹ NOTE, *Teacher* — All biographies for the third and fourth years should be preceded by oral work which will give anecdotes of the childhood of the person, as this appeals most to young people.

What was torn? Who owned it? What shows that it belonged to John? What is the mark called before the *s* in "John's"? What other way can you say John's coat? The apostrophe (') and *s* show that John owns something.

What belongs to the girl? What shows it?

Rule. — The apostrophe (') and *s* should be added to name words to show that something is owned or possessed.

35. WRITTEN EXERCISES.

a. Copy the following sentences.

1. The kitten's ball was lost.
2. Peter's top was broken.
3. The sun's rays are hot.

b. Write the sentences given above from dictation.

XXXVIII. COMPOSITION — ORIGINAL — THE INDIANS.

Tell all you can about "The Indians." The following outline will help you to recall what you have heard.

What do Indians look like? (Color skin, hair, figure, features.) How do they dress? Do they live in houses? Why not? How do the men spend their time? How do the women? What do they call an Indian baby, and how is it carried? What weapons do they use? Where did they once live? Where do they live now?



WIGWAM.

36. WRITTEN EXERCISES.

a. Copy the following paragraph.

Did you ever see an Indian's house? It is a kind of tent called a wigwam. The Indians once lived in the forests of America. They were tall and strong. They painted their faces and put feathers in their hair.

b. Write four sentences about Indians. Use some of the following words.

Caution. — Make your sentences short.

Indian — erect.

Red-skin — paint.

Coarse — black — hair.

Feathers — Wigwam.

Men — fight — hunt — fish.

Women — work.

Bow and arrow — tomahawk.

Pappoose.

c. Draw a picture of a wigwam, a canoe, or some Indian weapon.

XXXIX. ANOTHER USE OF THE APOSTROPHE (IN CONTRACTIONS).

Read the following sentences.

I cannot go out in the rain.

I can't go out in the rain.

There is not a sound to be heard.

There is n't a sound to be heard.

Do not sentences *one* and *two* tell the same thing? What is the difference in the way they are written?

What does the apostrophe in "can't" and the one in "is n't" stand for?

Rule. — An apostrophe should be used when a letter or letters are left out of a word.

37. WRITTEN EXERCISE.

Copy the following words ; place the full expression beside each. Then write them from memory.

Is n't.	Has n't.	Don't.	I 've.	What 's.
Are n't.	Have n't.	I 'm.	It 's.	Where 's.
Was n't.	Had n't.	I 'll.	There 's.	Would n't.

XL. LESSON IN INTERPRETATION.

Read the following stanza.

First January all in white
 Then February short and bright,
 See breezy March go tearing round ;
 But tearful April makes no sound.
 May brings a pole with flowers crowned,
 And June strews roses on the ground.
 A pop! A bang! July comes in ;
 Says August, " What a fearful din ! "
 September brings her golden sheaves ;
 October waves her pretty leaves,
 While pale November waits to see
 December bring the Christmas tree.

What is meant by "January all in white,"
 "February short and bright," etc. ?

38. WRITTEN EXERCISES.

a. Copy the stanza given above. b. Copy the following letter.

Dear Santa Claus :

I have a baby sister now. Please bring some Christmas presents for her. I think she would like a rubber doll and a rattle. If you bring me a picture-book and a cart, I could amuse her.

Your loving little friend,

(Name.)

XLI. STATEMENTS.

Read the following sentences.

Rain makes the grass grow.

On Thanksgiving day there will be no school.

The rooster crows at dawn.

Definition. — A sentence which tells something is called a statement.

39. WRITTEN EXERCISES.

a. Write the statements given above as questions.

b. Write the following questions as statements.

1. Did George Washington refuse to tell his father
a lie?

2. Does our flag mean freedom for all?

3. Did the sunbeams dance upon the leaves of the
trees?

XLII. COMPOSITION—REPRODUCTION.

Find out and tell the story of "The Greedy Dog."

*The words on the right hand of the questions asked below and
the picture will help you.*

THE GREEDY DOG.

Once upon a time what did a dog find? (A large
piece of meat.)

What did he do with it? (Ran off with it in his
mouth.)

What did he do that for? (Wished to take it home
to eat it.)

On his way what did he have to cross? (A bridge
over a brook.)

He looked down; what did he see? (His image in the water.)

What did he think it was? (Another dog with a piece of meat.)



THE GREEDY DOG.

Then what did he do? (Jumped into the water to get the other dog's meat, and dropped his own.)

What kind of a dog was this, and how was he punished? (A greedy dog, who lost everything.)¹

40. WRITTEN EXERCISE.

Write a paragraph or short composition by answering the questions asked above.

¹ NOTE, Teacher — Call attention to sequence during the oral work.

XLIII. CORRECT FORMS—HAS AND HAVE.

Read the following sentences.

The bush *has* lost its leaves.

The bushes *have* lost their leaves.

Robert *has* lost his pencil.

Robert and May *have* lost their pencils.

How many things are spoken of in the first sentence? How many in the second?

How many persons are spoken of in the third sentence? How many in the fourth?

In speaking of one person or thing what word do we use? What word in speaking of more than one?

Rule.—*Has* should be used in speaking of *one person or thing*. *Have* should be used in speaking of *more than one*.

41. WRITTEN EXERCISE.

Copy the following sentences, filling in each blank space with the proper word (has or have).

1. The bird —— flown away.
2. The birds —— flown south.
3. The marble —— lost.
4. The marbles —— lost.
5. He —— a new book for you.

**XLIV. COMPOSITION—ORIGINAL—
ARBOR DAY.**

Read the following verses.

Spring hangs her infant blossoms on the trees,
Rock'd in the cradle of the western breeze.

— *Cooper*.

Tell all you can about "Arbor Day." The following outline will help you to recall what you have heard, and assist you in telling it.

Arbor Day comes during what season? (Spring.)

How does the earth look then? (Lovely, fresh grass, budding trees, beautiful flowers.)

Who celebrates Arbor Day, and how? (School children, by planting seeds and trees, and singing and reciting about Nature.)

Why do they do this? (To show their love for the beauties and good things of the earth.)

42. WRITTEN EXERCISE.

Write a short composition by answering the questions asked above.

XLV. VARIETY OF EXPRESSION.

Choose from each pair of sentences given below the one you like the better. First copy it, then write it from memory.

1.

The violets had a sweet smell.

The sweet breath of violets filled the air.

2.

The sun looked yellow when it went down.

The sun went down in a blaze of golden light.

43. WRITTEN EXERCISES.

a. *Copy the following stanza.*

I wake! I feel the day is near,

I hear the red cock crowing!

He cries " 'T is dawn!" How sweet and clear

His cheerful call comes to my ear.

While light is slowly growing.

b. *Write the stanza given above from memory or dictation.*

XLVI. COMMON ERRORS — “YOU.”

Read the following sentences.

You are going to get a good ticket, William.

Children, you are going to get good tickets this afternoon.

To whom did the teacher speak in the first sentence? To whom in the second?

In which sentence is more than one meant?

Observe that you say “you are” in both cases.

Read the following sentences.

You were late, Mary.

You were late, children.

In the first sentence how many were spoken to? How many in the second? Is there any change made?

Rule. — *Are* and *were* should be used with “you,” whether one person or more than one is meant.

44. WRITTEN EXERCISES.

a. Copy the following sentences filling in each blank space with the proper word.

1. Where — you going now, Harry?
2. Children, what — you doing all morning?
3. What — you saying, Maud?
4. You — playing all summer, little folks.

b. Copy the following maxims.

1. Heaven helps those who help themselves.
2. A rolling stone gathers no moss.
3. Straws show which way the wind blows.

XLVII. THE PARAGRAPH.

Read the following paragraphs.

The earth looked fresh after the rain. The grass was greener, the air clearer, and the sky bluer.

We live on a big ball which is called the earth. It moves through space. Part of the surface is land, and part water.

Do you know why these sentences are written in groups? What do we call them? How does the first line begin?

Definition. — Groups of sentences that tell about the same thing are called paragraphs.

Rule. — The first word of a paragraph should begin a little further from the margin on the left-hand side.

45. WRITTEN EXERCISES.

a. Copy the paragraphs given above.

b. Copy the following paragraphs carefully and thoughtfully, so that later you can write them from dictation.

Caution. — Be careful where you place the first word.

1. Before you are kind, be sure you are true. From your lips speak the truth; in your mind speak the truth; in your heart love the truth; in your lives live the truth.

2. The honest boy is upright in all his words and actions: he is not so mean as to lie, or to speak ill of another; truth he values above all things.

c. Write the following paragraph from dictation.

Eskimo boys and girls have a funny kind of candy. It is the red skin of a bird's foot soaked in fat. You would not care for this, but the Eskimo children eat it and like it. The cold weather makes them like to eat fat.

**XLVIII. COMPOSITION—ORIGINAL—THE
ESKIMOS.¹****ESKIMOS.**

Tell all you can about "The Eskimos." The following outline will help you to recall what you have heard, and assist you in telling it.

Where do they live? (Greenland.) Is it cold there?

What do they look like? (Short, with round flat faces.)

Their dress? (Furs, no skirts.) Why?

Their houses? (Winter ones of ice, half underground ; summer tents of skin.)

Food? (Flesh of seal, oil.)

46. WRITTEN EXERCISE.

Write a short paragraph or composition by answering the questions asked above.

¹ NOTE, Teacher — The oral preparation for this and similar lessons throughout the book should be much fuller than here indicated. This outline is for the written rather than the oral work, space not admitting of a fuller scheme.

ADDITIONAL EXERCISES.



- a. Copy either one of the following stanzas.
- b. Write it from dictation.
- c. Tell what it means in your own words.

1. Hats off!

Along the street there comes
A blare of trumpets, a ruffle of
drums ;
And loyal hearts are beating high :
Hats off !
The Flag is passing by !

— *Youth's Companion.*

2. Off with your hat as the Flag goes by !

And let the heart have its say ;
You 're man enough for a tear in your eye
That you 'll not wipe away.

d. Write three sentences on "Our Flag" telling among other things how and why we love it.

e. Copy the following paragraphs.

1. This sponge came from a rock at the bottom of the sea. It was once alive and looked like a piece of liver. Divers tore it from the rock. Then it was washed and dried in the sun.

2. The sheep is one of our best friends. She gives us her wool to keep us warm. The farmer keeps his sheep in the pasture in summer. They eat the green grass and drink water from the brook.

f. Copy the following wise sayings or maxims.

1. There are no gains without pains.
2. Be ashamed to catch yourself idle.
3. Think of saving as well as of getting.

REVIEW.¹

a. Name three marks of punctuation that divide the sentence. Write them. Place the one that marks the shortest pause first.

b. Write the names of the months of the year in the short way.

c. Write the names of the days of the week in the short way.

d. Write the name of the place and State in which you live in the short way.

e. Write street and avenue in the short way.

f. Write your full address.

g. Write the initials and the full name of a child in your class and of your teacher.

h. Write three titles of respect in the short way.

i. Write in full the following abbreviations.

We'll.	Has n't.	It's.	They'll.
She's.	Have n't.	Could n't.	Who'll.

j. Write the following expressions in the short way.

I am.	There is.	Did not.	Where is.
I have.	Were not.	Does not.	Are not.

k. Write from dictation a sentence in which the exact words of another person are repeated.

l. Write from dictation a sentence in which something is spoken of as being possessed or owned.

m. Copy the following sentences, filling in each blank space with the proper word.

1. The nut — brown (is, are).
2. The nuts — brown (is, are).
3. The kite — lost (was, were).
4. The kites — lost (was, were).
5. The kitten — gone to sleep (has, have).
6. The little kittens — lost their mittens (has, have).
7. Where — you going yesterday, Julia? (was, were).

¹ NOTE, Teacher — Dictate a model composition and letter previously learned.

CHAPTER III

THIRD YEAR — LAST HALF

XLIX. LESSON IN INTERPRETATION.

Read the following poem.

THE LITTLE ARTIST.

Oh, there is a little artist
Who paints in the cold night hours
Pictures for wee, wee children,
Of wondrous trees and flowers, —
Pictures of snow-capped mountains
Touching the snow-white sky ;
Pictures of distant oceans,
Where pigmy ships sail by.
Pictures of rushing rivers,
By fairy bridges spanned ;
Bits of beautiful landscapes,
Copied from elfin land.
The moon is the lamp he paints by,
His canvas the window-pane,
His brush is a frozen snowflake ;
Jack Frost is the artist's name.

How many stanzas in this poem ?

How many lines in each ?

Which lines rhyme ?

Which is your favorite stanza ?

Do you understand the meaning of the poem ?

Who is the " Little Artist " ?

When and where does he paint his pictures ?

What is his brush ?

Where does he get his light ?

Tell me some of the scenes he paints. Describe the kind of mountains, oceans, rivers, and landscapes he makes.

What is the meaning of "pigmy," "spanned," and "elfin" ?

Did you ever see any of this artist's pictures yourself? Tell me about them.

REVIEW.

- a. *Copy the following sentences.*
- b. *Write them from dictation.*
- c. *Give a rule for the use of each capital letter, the apostrophe in "doll's," the quotation-marks in the third sentence.*

1. The first Saturday in June, I am going to visit my Uncle Tom in Orange, New Jersey.

2. My little cousin will show me her new doll's house.

3. "All work and no play makes Jack a dull boy," said the old man.

4. Abraham Lincoln was born on Feb. 12, 1809.

L. COMPOSITION — REPRODUCTION.

Read the following fable.

BELL THE CAT.

The mice held a meeting to consider what they should do to save themselves from the cat. Several plans were talked over, but not one seemed worth much. At last a young mouse proposed that a little bell should be hung round the cat's neck, so that whenever she was coming they would hear her, and could run into their holes. This

proposition was much applauded, till an old mouse, that had not hitherto spoken, asked quietly who was going to bell the cat.

Who held a council ?

Of whose approach did they want to be warned ?

What did they decide to do ?

Who among them was found that would try to "bell the cat" ?

Memory Gem.

Have more than thou showest.

Speak less than thou knowest.

— *Shakespeare.*

47. WRITTEN EXERCISE.

Write a composition by answering the questions asked above.

LI. CORRECT FORMS — PARTS OF "DO."¹

Read the following sentences.

I do not like this apple.

Does Mary like her doll ?

What word is used instead of "do" in the second sentence ?

Could I use "does" in the first sentence and "do" in the second ?

Learn the following form.

Observe with what words "do" changes to "DOES."

I do.

He, she, or it does.

We do.

You do.

They do.

¹ **NOTE, Teacher** — These lessons should be subdivided. Give only as much as the child can absorb in one lesson.

Read the following sentences.

Did you know the song?

I did not hear you speak.

Is the word "did" changed in these sentences?

Which word should be used when *now* is meant, "do" or "did"?

Read the form given above, using "did" instead of "do" and "does."

Read the following sentences.

I have done what you told me to do.

Philip has done the work well.

Compare these two sentences. What change is made?

How many words are used in the part that tells?

What word could be used instead of "Philip"?

Learn the following form.

I have done.

He, she, or it has done.

We have done.

You have done.

They have done.

Caution. — Be careful not to use "done" without the helping words "has" or "have."

48. ORAL EXERCISES.

a. Repeat from memory the forms given above.

b. Repeat the forms given above, using names instead of "he," "she," "it," or "they."

c. Use "doing" after "am," "is," "are," "was," "were," as, "I am doing," "Jean is doing," "You are doing," "The child was doing," "They were doing."

49. WRITTEN EXERCISE.

Copy the following sentences, filling in each blank space with the proper word.

1. I — not like cold weather.
2. Hattie — not know her spelling lesson.
3. You — not copy your poem this morning.
4. — snow fall all night ?
5. You — — this sewing very well.
6. What were they — when the storm came ?
7. The cat — — her work and caught the mouse.
8. — you go 'to the circus ?
9. — your doll close her eyes ?

LII. COMPOSITION—MODEL AND REPRODUCTION.

Read the following composition.

GRANT.

Grant was a great general. He was born in Ohio, in April, 1822. He studied at West Point, and became a soldier. A great war broke out. Grant won it. He was made president. He died in 1885.

50. WRITTEN EXERCISES.

- a. *Copy the composition given above.*
- b. *Write a composition of your own by answering the following questions. When you have finished with them add anything you can.*

1. Who was Grant ?
2. When and where was he born ?
3. Where and for what did he study ?
4. What did he do when a man ?
5. When did he die ?

LIII. CORRECT FORMS—PARTS OF “SEE.”

Read the following sentences.

Yes, I *see* the stars.

Ella *sees* them, too.

What word is used instead of “see” in the second sentence?

Could I use “see” here, and “sees” in the first?

Learn the following form.

Observe the changes from “SEE” to “SEES.”

I see.

He, she, or it sees.

We see.

You see.

They see.

Read the following sentences.

You *saw* me catch the ball.

I *saw* Rosalie pick it up.

Is the word “saw” changed in these sentences as “see” was in the ones above? Which word would you use if you meant *now*, — “see” or “saw”?

Read the form given above, using “saw” instead of “see” and “sees.”

Read the following sentences.

I *have seen* the new moon.

Henry *has seen* it often.

Does the word “seen” change in these two sentences? What change is made in the words used with it?

Learn the following form.

I have seen.
He, she, or it has seen.
We have seen.
You have seen.
They have seen.

Caution. — Be careful not to use "seen" without the helping words "has" and "have."

51. ORAL EXERCISES.

- a. Repeat from memory the forms given above.*
- b. Repeat from memory the forms given above, using names instead of "he" "she" "it" or "they."*
- c. Use "seeing" after "am," "is," "are," "was" and "were."*

52. WRITTEN EXERCISE.

Copy the following sentences, filling in each blank space with the proper word.

1. I — the corn nodding in the wind.
2. Kate — the apples fall.
3. She — the field plowed last spring.
4. Have you ever — the bees gathering honey from the flowers?
5. Mabel — — them all summer.
6. You — the grass cut yesterday.
7. They — — the Principal this morning at nine o'clock.

Memory Gem.

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

— Robert Louis Stevenson.

LIV. BABY'S FIRST RIDE.

How many persons do you see in this picture ?

What is the baby doing ?

Who is holding him on ?

What relation do you think she is to the baby ?

What relation is the boy who is holding the goat's horns ?

Do you think the baby will fall off, or that the goat will run away ? Why not ?

Do you think this is a strange goat, or an old family friend ? Why ?

What does the baby hold in his hands ?

If you could hear the baby speak what do you think he would be saying to the goat just now ?

Do you think these persons are enjoying themselves ?

53. WRITTEN EXERCISE.

Write answers to the following questions.

1. What is the baby doing ?
2. What is mother doing, and brother ?
3. Why will not the goat run away ?
4. Do you think the baby likes this sport ?

Memory Gem.

Good-night !
Sleep tight,
Wake up bright
In the morning light,
To do what's right,
With all your might.



BABY'S FIRST RIDE. — *Scaffai.*

LV. CORRECT FORMS—PARTS OF “COME.”

Read the following sentences.

Come at once when you are called.

The dog *comes* to me every day for his dinner.

What word is used instead of “come” in the second sentence?

Could I use “comes” in the first, and “come” in the second?

Learn the following form.

I come.

He, she, or it comes.

We come.

You come.

They come.

Read the following sentences.

You *came* late this morning, Helen.

I *came* as soon as I could.

Is the word “came” changed in these two sentences as “come” was? Which word should be used when *now* is meant, “come,” “comes,” or “came”? What word should be used when *past time* is meant?

Read the form given above, using “came” instead of “come” and “comes.”

Read the following sentences.

I *have come* all the way from London.

The bread *has not come* yet.

What change is made in these two sentences in “come”? What change is made in the words used with “come”?

Learn the following form.

I have come.
He, she, or it has come.
We have come.
You have come.
They have come.

54. ORAL EXERCISES.

- a. *Repeat from memory the forms given above.*
- b. *Repeat the forms given above, using names instead of "he," "she," or "it."*
- c. *Use "coming" after "am," "is," "are," "was" and "were."*

55. WRITTEN EXERCISE.

Copy the following sentences, filling in each blank space with the proper word.

1. When did you — home?
2. I — home last night.
3. Spring — — at last.
4. They — to the city last year.
5. Have I — in time for the lesson?
6. I was — to this house when I saw him.

LVI. MODEL CHRISTMAS LETTERS.

Did you ever write your mother or father a Christmas or birthday letter? If not, when the right time comes copy one of the letters given here and send it. You will then learn how much pleasure it gives people to know that we think of them and love them. Next year you will be able to write one of your own. We owe everything to our parents, so we should try to make them happy.

56. WRITTEN EXERCISE.¹*Copy one of the following letters.*

My dear Parents :

The merry Christmas is here. At this happy time our hearts turn to our kind parents who do so much for us. While wishing you a Merry Christmas and Happy New Year, dear Parents, let me tell you how grateful I am for all your kindness. May I always be all that you would have me.

Your loving, _____

My dear Father and Mother :

It is the Christmas season and we are very happy. Thoughts of Santa Claus and his presents fill our minds, but you, dear Parents, are not forgotten. I am grateful to you for all you have done for me, and I mean to be a very good child in the New Year, for I love you very much.

Your loving, _____

Dear Mother :

This is a happy day for us because it is your birthday. I wish to tell you how much I love you, dear Mother, and to wish you much happiness in the coming years. I will pray God to bless you and to make me a good child.

Your loving, _____

Memory Gem.

It is well to think well. It is divine to act well.

— *Horace Mann.*

¹ NOTE, *Teacher* — See that the proper address and date are written in.

LVII. CORRECT FORMS—PARTS OF “GO.”

Read the following sentences.

I go to school every day.

My little sister goes, too.

What word is used instead of “go” in the second sentence?

Could I use “goes” in the first, and “go” in the second? Why not?

Name the words used with “goes.”

Learn the following form.

I go.

He, she, or it goes.

We go.

You go.

They go.

Read the following sentences.

I went to church last Sunday.

My father and mother went with me.

Is the word “went” changed in these sentences as “go” was to “goes” in the ones given above? Which word should be used when *now* is meant, “go,” “goes,” or “went”?

Read the form given above, using “went” instead of “go” and “goes.”

Read the following sentences.

Have you ever gone to the circus?

George has gone again this year.

Does the word “gone” change in these two sentences? What change is made in the words used with it?

Caution. — Be careful not to use “went” with “has” or “have.”

Learn the following form.

I have gone.
He, she, or it has gone.
We have gone.
You have gone.
They have gone.¹

57. ORAL EXERCISES.

- a. Repeat from memory the forms given above.
- b. Repeat the forms given above, using names instead of “he,” “she,” or “it.”
- c. Use “going” after “am,” “is,” “are,” “was,” “were.”

58. WRITTEN EXERCISE.

Copy the following sentences, filling in each blank space with the proper word.

1. I — to the church on Sunday.
2. Sometimes Margaret — with me.
3. Jack and Jill — up the hill.
4. I — to see our new house last night.
5. The birds have — South.
6. — to the ant, thou sluggard.
7. Has Dick — home already?
8. The bees were — into the hive.
9. Florence is — to take singing lessons.

Memory Gem.

There's nothing so kindly as kindness
And nothing so royal as truth.

— Alice Cary.

¹ NOTE, *Pupil* — You *go* to some one or a place away from you. Others *come* to you or where you are.

**LVIII. COMPOSITION—ORIGINAL—OUR
BIRD FRIENDS.**

Read the following stanzas.

'T is always morning somewhere, and above
The awakening continents, from shore to shore
Somewhere the birds are singing evermore.

— *Longfellow.*

Through all the East and West,
Glad birds now build their nests
For love's sweet by-and-by ;
Where, while one soars and sings,
One, folding happy wings,
Shall, brooding, cease to fly.
Swallow and wren and thrush, in the sun or soft
spring rain,
Each in its way builds best, nor shall any build
in vain.

Find out all you can about "Our Bird Friends." The following outline will help you to recall what you have heard.

In spring, birds come back from the South. Build nests, of what? Lay eggs. Hatch little ones. Feed them and teach them to fly when strong enough. In autumn, fly away South for the winter.

59. WRITTEN EXERCISE.¹

Write sentences following the outline given above. Put in as many more words as you think are needed.

Caution. — Be careful of spelling, punctuation, and use of capitals.

LIX. THE STATEMENT—ITS CHIEF PARTS.

Read the following sentences.

The spider spins a web.

The rain falls from the clouds.

What is named in the first sentence?

What word tells you what it does?

What is named in the second sentence?

What word tells what it does?

Are these two sentences statements? Why?

Rule. — Every sentence should contain a word which names, and another word which tells what the thing named does.

60. WRITTEN EXERCISES.

a. *Write four sentences telling what the following words do.*

River.	Lion.	Jane.	Clock.
Knife.	Snake.	David.	Wind.

b. *Rewrite two of your sentences as questions.*

¹ NOTE, Teacher — This work should be preceded by a discussion of the habits of birds. Personal observations should be elicited. These points are merely to call up the order of the oral work.

LX. LETTER—MODEL AND ORIGINAL.

Read the following letter, and study the arrangement.

25 King St., N. Y.

Dear Henry :

It is a long time since I have seen you. I hope that you are well, and will come to see me soon.

Last Saturday I went to the Park with my mother. We saw the animals in the Zoo, and found the monkeys very funny. Have you ever been there?

With best wishes, I am

Your friend,

61. WRITTEN EXERCISES.

- a. *Copy the letter given above.*
- b. *Write to a friend telling him how you spent last Saturday.*

LXI. NAME WORDS—MORE THAN ONE.

Read the following sentences.

The *brook* babbles.

The *brooks* babble.

The *girl* runs.

The *girls* run.

What is named in the first sentence ?

Does this word mean *one thing* or *more than one*? Compare it with the same word in the second sentence.

How many are meant there ?

How do we write a word that names when more than one thing is meant ?

Compare the words that tell about the thing named.

Do they change in the same way ?

Rule.—An “s” should generally be added to the word that names when more than one is meant.

62. WRITTEN EXERCISE.

Write the following sentences so that they will mean more than one.

1. A violet lives in the woods.
2. A ripe nut drops to the ground.
3. My rabbit is white.
4. The bird sings to his mate.
5. The tree tosses its head in the wind.
6. A butterfly is hovering above the flowers.

LXII. COMPOSITION—ORIGINAL—THE PILGRIMS.

Find out all you can about “The Pilgrims.” Perhaps your teacher will read to you about them from a history, or lend you one so that you can find out for yourself.

The following outline will help you to recall what you have heard.

Came from what country? (England and Holland.)
Why did they leave there? (Were ill-treated on account of their religion.) What did they seek here? (Freedom to worship God as they wished.) The voyage over? (Long and rough.) The country found here? (Wild—want of food—Indians.) The first winter? (Very cold; suffered much.)

63. WRITTEN EXERCISE.

Write a composition by answering the questions asked above.

LXIII. NAME WORDS—MORE THAN ONE.

Read the following words.

Lamb. Lambs. Cat. Cats.

Which words mean one, and which more than one ?

How do we write name words meaning more than one ?

Read the following words.

Dress. Dresses. Glass. Glasses.

Do we add only an "s" this time ?

What do we add ?

Do you know why ?

Rule. — If a word ends in a sound that does not go with "s," "es" should generally be added.

64. WRITTEN EXERCISE.

Write the following sentences so that they will mean more than one.

1. The axe is a useful tool.
2. The watch belongs to my brother.
3. The little girl plays on the street.
4. This church is old.
5. My box is very useful.
6. The little boy likes to play marbles.

LXIV. COMPOSITION — MODEL AND ORIGINAL.

Read the following composition.

MY FIRST DAY AT SCHOOL.

I was six years old. My mother took me to school. The building was on First Ave., near 10th St. I was very happy, for I wanted to learn. I was put in the lowest class. It was hard to sit still. I learned to count and spell, and to play games. I liked my teacher. Her name was (?).

65. WRITTEN EXERCISE.¹

Try to remember the first day you went to school and write a composition about it by answering the following questions. Be sure to tell the exact truth.

How old were you? Who took you? Where was the school? Did you want to go? In what class were you placed? What did you learn? Did you like the school and your teacher, or were you frightened and anxious to go home?

Memory Gem.

If there is anything that ought to be said, say it, if there is anything that ought to be done, do it. What a man wills to do he will do.

—J. W. W.

LXV. NAME WORDS—MORE THAN ONE.

Read the following words.

Leaf. Leaves.

Knife. Knives.

With what letter does “leaf” end? With what two does the next word end? Which word means more than one? How is the word knife changed to mean more than one?

Rule.—Some names of things ending in *f* or *fe*, change *f* or *fe* into *v* and add *es* when more than one thing is meant.

Some words change entirely to mean more than one, as: a goose, geese; an ox, oxen; a man, men; a child, children.

66. WRITTEN EXERCISE.

Renrite the following sentences to mean more than one.

1. Lead a good life.
2. The wolf is at the door.

¹ NOTE, *Teacher*—Draw attention to sequence by reversing the order of the questions, that is, asking the last first. Even little children will be able to see how much is lost by this arrangement.

3. A good wife should be loved.
4. See the pretty calf.
5. This is a good loaf of bread.
6. The shelf is falling.
7. The farmer was driving an ox.
8. The frightened goose ran away.
9. A child should be truthful.
10. The man went to the war.

**LXVI. MODEL LETTERS OF INVITATION
(WITH ENVELOPE FORM).**

Read the following letters and study their arrangement.

Dear Gladys : 25 First St., Atlanta, Ga.

I should be very happy to have you spend an afternoon with me. Can you come next Friday at two o'clock? Please let me know as soon as possible. Sister will make us some cake.

Affectionately your friend,

Dear Edward : 142 Montjoy St., B'klyn.

Mamma is going to give a party on my birthday, next Tuesday, July 28th., at four o'clock, and we would like to have you with us. I hope that nothing will prevent your coming.

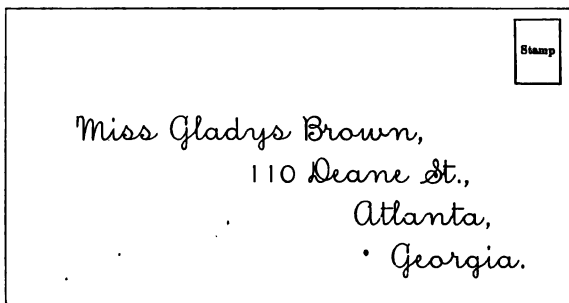
Your sincere friend,

67. WRITTEN EXERCISES

- a. Copy the letters given above.
- b. Write them from memory.

Caution.—The day and hour when you wish your guest to come must always be mentioned in an invitation. An answer must always be sent to an invitation.

c. *Draw an envelope on your paper, thus : —*



Copy the name and address given.

Caution. — Be careful to place the name and address in the same position as in the model.

d. *Draw another envelope ; address it to*

Master Edward Smith, 1340 Jay Ave., B'klyn, N. Y.,
or Mrs. Peter Arnold, Freehold, New Jersey.

LXVII. COMBINING SENTENCES.

Read the following sentences and observe how they are combined.

1. My bird is little. He is singing. He is singing for his dinner.

My little bird is singing for his dinner.

2. My mother is kind. She bought me a dress. It is pink.

My mother is kind; she bought me a new pink dress.

3. The girl was little. She lost her doll. The doll was pretty. It was new. She lost it yesterday in the morning.

The little girl lost her pretty new doll yesterday morning.

4. The grass is green. It is waving. The wind makes it wave. The wind is blowing hard.

The wind is blowing hard and makes the green grass wave.

68. WRITTEN EXERCISES.

a. The sentences will be placed on the board. Write each group as one sentence.

b. Copy the following sentences.

1. A good name is rather to be chosen than great riches.

2. A thing of beauty is a joy forever.

3. Honor thy father and thy mother.

c. Write the sentences given above from dictation.

Memory Gems.

I.

Across the sky, as white as snow,
See how the flocks of cloud-sheep go!
Who is it drives them? Whither are
They bent that race so fast and far?

It is the wind who shepherds them.
In meads beyond the sky's blue hem
He pastures them, and there in peace
He shears and scatters wide their fleece.

— Clinton Scollard.

II.

The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upwards in the night.

— H. W. Longfellow.

LXVIII. COMPOSITION—ORIGINAL—A LION.

Find out all you can about lions. The following outline will help you to recall what you have heard.

Kind of animal? (Cat family.) Appearance? (Height or size, compared to some other animal, as dog.) Covering? (Yellow fur.) Tail? (Notice the end.) Mane? (Like what other animal you know?) Teeth, claws? (Sharp; soft pad on foot.)

Food? (Steals his prey when wild. Brave and strong.) Cubs? (Like large kittens.)

69. WRITTEN EXERCISE.

Write a composition about a lion. Follow the outline given. Make use of the words on the right-hand side of the questions.

LXIX. COMBINING SENTENCES.

Two or more sentences may often be combined into one by the use of "and," as :

**I love my father. I love my father.
I love my father and mother.**

70. WRITTEN EXERCISES.

a. Write as one sentence each of the following groups.

1. Mary is going to school. Kate is going to school.
2. Pussy is sleepy. Pussy is hungry.
3. April has come. April has brought the lilacs.

b. Copy the following maxims.

1. Idleness is the mother of want.
2. Lay up something for a rainy day.
3. Fear nothing but a wrong act.



AN AFRICAN LION. — *From life.*

LXX. COMPOSITION—ORIGINAL AND REPRODUCTION.

Did you ever hear an echo ?

What did it sound like ?

Where did you hear it ?

Do you know any place where we may always hear an echo ?

Do you know what causes an echo ? The old Greeks tell us a story about "Echo," which is given below.

Read the following story.

ECHO — A GREEK MYTH.

Long ago there was a young girl named Echo. Echo was very fond of talking. One day she angered her mistress, Diana. The goddess said to her, "You may have the last word, but nevermore the first." Poor Echo was very sad at these words. She pined away until she was only a voice. Have you ever heard her repeating your words softly from a distance ?

Do you think this is a true story ?

71. WRITTEN EXERCISE.¹

Write your composition by answering the following questions.

1. Who was Echo, and what bad habit had she ?
2. Why did the goddess Diana punish her, and how ?
3. What was the end of poor Echo ?

Memory Gem.

He is a freeman whom the truth makes free,
And all are slaves beside. — Cowper.

¹ NOTE, Teacher — Draw attention to sequence by reversing the order of questions.

LXXI. COMBINING SENTENCES.

Two or more sentences may often be combined by "or," "both," or "if," as :

**I wish milk. I wish water.
I wish water or milk.**

72. WRITTEN EXERCISES.

a. Combine the following sentences by "or."

1. The child was naughty. The child was tired.
2. I want a pen. I want a pencil.

b. Combine the following sentences by "if."

1. Send for me. You want me.
2. You will get a good ticket. You deserve it.

Memory Gem.

The moon has a face like the clock in the hall ;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squealing mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of the way ;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

— Robert Louis Stevenson.

LXXII. COMPOSITION — ORIGINAL — AUTUMN LEAF.¹



MAPLE LEAF.

Bring an autumn leaf which you have found and pressed, to school.

Tell the story of the leaf; the following outline will help you.

Where found? Leaf of what tree or plant? Shape (as long and pointed, heart-shaped, smooth or rough-

edged, etc.)? What is its color? Was it always this color? Why did it leave the tree? Where are its brothers and sisters? Do all trees have leaves? Do all trees lose their leaves in the fall?



SASSAFRAS LEAF.

73. WRITTEN EXERCISE.²

Write a composition by answering the questions asked above.

LXXIII. SYNONYMS.

Read the following sentences.

These are lovely flowers.

These are beautiful flowers.

Is there any difference in the meaning of these sentences?

¹ NOTE, *Teacher* — A flower may be substituted for the leaf if desired.

² NOTE, *Pupil* — Pin the leaf to the top of your composition paper.

What two words mean about the same thing? Try to find and use two words with the same meaning.

74. WRITTEN EXERCISE.

Write these words, placing beside them another word that will mean the same thing.

Sly ——. Tired ——. Annoyed ——. Sick ——.

**LXXIV. COMPOSITION — ORIGINAL —
THANKSGIVING DAY.**

Tell what you can about "Thanksgiving Day." Follow the outline given below. If you remember what you did last Thanksgiving Day you may also tell that.

Comes when? (End of November.) Why kept? (As a day on which to thank God for His blessings.) How and when begun? (Many years ago, by Puritans.) How kept now? (As a holiday, and a day of public thanks and feasting.)

75. WRITTEN EXERCISE.

Write a composition by answering the questions asked above.

LXXV. VARIETY OF EXPRESSION.

Read the following sentences. Copy the one in each pair that you think the prettier.

1.

If you are cross and selfish, people will be disagreeable to you, and you will be unhappy.

If you sow seeds of ill-nature and selfishness, you will reap only sorrow and strife.

2.

A large tree stood at the door of the little house.

A huge tree, like a watchful giant, stood by the cottage door.

REVIEW.

- a. Copy the following stanza.
- b. Tell the meaning of the marks before and after "Little by little," and of the one in "forest's."
- c. Name all the marks of punctuation used in the stanza.

"Little by little," an acorn said,
As it slowly crept from its mossy bed ;
Little by little, each day it grew,
Drinking the drops of the early dew ;
Till its slender branches spread far and wide,
And the mighty oak is the forest's pride.

**LXXVI. LETTERS—MODEL AND ORIGINAL—
ANSWERS TO INVITATIONS.**

Read the following letters. Study their arrangement and contents. Observe how the dates are written.

Macon, Georgia,
June 5, 1901.

Dear George :

Thank you for your kind letter. I would like very much to visit you, and Papa says that he will take me some time. It must be fine to have a goat. I have a pair of white rabbits that Grandina gave me for my birthday. I wish you could see them.

Good-bye. Hoping that I may see you before long,
I am

Your affectionate friend, _____

124 First St., Hartford, Conn.,
Oct. 1, 1902.

Dear Bertha :

Your kind invitation was received, and I thank you very much for remembering me. My mother

says that I may accept, so I will be with you next Friday afternoon at four o'clock.

Your sincere friend, _____

Notice that these letters are answers to invitations received. We should always try to answer the letters sent to us. In answering an invitation we usually begin by thanking the friend for being kind enough to invite us, and we must *be sure* to mention whether we can *accept* or *not*. If we cannot accept, we must say *why not*, and express *our regret*.

76. WRITTEN EXERCISES.

- a. Copy the letters given above.
- b. Imagine that some friend has invited you to spend an afternoon; write a letter accepting or declining this invitation.

LXXVII. PARAGRAPHING.

Read the following paragraph.

Mrs. Butterfly lays her eggs on the leaves that her babies like to eat. When the baby is hatched, it does not have to hunt for something to eat. It has a breakfast all ready.

What is this paragraph about?

Do you know what we mean by a paragraph?

Definition. — A paragraph is a group of sentences, each sentence telling of the same thing.

Rule. — The first word of a paragraph should always begin an inch from the left edge of your paper.

77. WRITTEN EXERCISES.

- a. Copy the paragraph given above.
- b. Write it from dictation.

**LXXVIII. COMPOSITION—ORIGINAL—
WINTER.**

How does the sky look in winter? How do the earth and the trees look?

How does the air feel? What sports do you have in the winter? Are the days long or short?

78. WRITTEN EXERCISE.

Write a composition following the outline given below.

Sky — gray. Air — cold. Earth — hard. Trees — bare. No flowers. Nothing grows. Days short. Nature asleep. Ice — snow; skating — sleighing.

LXXIX. VARIETY OF EXPRESSION.

Read the following sentences. Copy the one in each pair that you think is the prettier.

1.

The leaves made noises as the wind passed over them.

The leaves of the trees whispered to the passing wind.

2.

The bird sang a cheerful song.

The bird poured forth such a strain of joyous melody that it seemed to fill the air with cheer.

**LXXX. COMPOSITION—MODEL AND
ORIGINAL.**

Read the following composition.

ABRAHAM LINCOLN.

Lincoln was a poor boy, born in a log cabin, but by study and hard work he became a very great and good man. He was born in Kentucky, Feb. 12, 1809. He was our President, and made the slaves free. In 1865 he was shot by a man in a theatre.

Who can be what he was to the people?
 What he was to the State?
 Shall the ages bring us another
 As good and as great?

79. WRITTEN EXERCISES.

- a. *Copy the composition and poetry given above.*
- b. *Write from memory the outline given on page 38.*
- c. *Write a composition on Lincoln.*

Caution. — Be sure to read your composition over carefully after it is finished; the outline will help you. See that your sentences are short. Do not begin a sentence with "And." See that you have punctuated, and used the proper capitals.

ADDITIONAL EXERCISES.

- a. *Copy the following maxims, paragraphs, and stanzas.*
- b. *Write them from dictation.*

1. Write injuries in dust; kindness in marble.
2. A kind deed is never lost.
3. They that touch filth will be defiled.
4. A penny saved is a penny earned.

5. The dog's jaws are strong, so he crushes bones and eats the meat, bones, and all. But the cat's jaws are not strong enough for that, so she gets the meat off with her rough tongue.

6. How little we can do without the help of others. We depend on others for the food we eat and the clothes we wear. Our breakfast, dinner, and supper are made up of things that come from many countries.

7. Good health is the secret of happiness. Eat plain food, go to bed early, play out of doors, and you will be healthy. Healthy boys and girls grow to be strong men and women.

8. Away out yonder I see a star,
 Silvery star with a tinkling song :
 To the soft dew falling I hear it calling,
 Calling and tinkling the night along.

— *Eugene Field.*

9. 'T is not a wild chorus of praise,
 Nor chance, nor yet fate ;
 'T is the greatness born with him and in him
 That makes the man great.

— *Alice Cary.*

REVIEW.

a. Write the following question as a statement. Underline the word that names.

Is the frog a good swimmer ?

b. Re-write your statement to mean more than one.

c. Write the following sentences to mean more than one.

1. Some careless girl has broken the glass.
2. A watch should keep good time.
3. A little child loves to play in the snow.
4. Run away from the goose.
5. Keep your books on the shelf
6. Give Henry a knife.
7. A man should be honest.

d. Copy the following sentences, filling in each blank space with the proper part of "do."

1. How —— the buttercup get its gold ?
2. The farmer —— —— his work for the summer.
3. —— these tiny boats sail out to sea ?
4. —— the rain —— good ?
5. He who —— his best —— well.

e. Copy the following sentences, filling in each blank space with the proper part of "see."

1. Do you — this great oak ?
2. Last year we — the lark on her nest.
3. I — — the squirrel crack nuts.

f. Copy the following sentences, filling in each blank space with the proper part of "come."

1. Little Boy Blue, — blow your horn.
2. The rain — through the open window last night.
3. Were you — here yesterday ?
4. He — — a great distance.

g. Copy the following sentences, filling in each blank space with the proper part of "go."

1. — up the cherry tree.
2. The lamp — — out.
3. The owl — to the party.
4. Hannah — to see her aunt every day.

h. Tell with what words "do," "see," "come," "go," change to "sees," "does," "comes," "goes."

i. Tell whether the words "done" and "seen" are ever used without the helping words "has" and "have."

j. Tell whether "went" is ever used without the helping words "has" and "have."

k. Combine into one sentence the following groups.

1. The pear is large. The pear is sweet.
2. The peaches are ripe. The peaches are ready to fall.
3. My uncle is kind. He gave me a sled. It is new.
4. You will be punished. You are naughty.
5. The story was short. The story was good.
6. The sky is blue. The sky is flecked with white clouds.

l. Copy the following paragraph.

The song-birds nearly all build low ; their cradle is not upon the tree top. It is only birds of prey that fear danger from below more than from above that seek the higher branches for their nests. A line five feet from the ground would run above over half the nests.

— *John Burroughs.*

m. Define a paragraph. Give the rule for the position of the first word.

n. Write a model letter from memory or dictation.


CHAPTER IV

FOURTH YEAR—FIRST HALF

NOTES TO TEACHERS.

IN the fourth year some effort at self-criticism and correction on the part of the pupil should be encouraged, and, as soon as possible, enforced. Many of the child's mistakes are the result of carelessness, especially lapses in form. Such errors should be merely indicated on the papers, so that each one may correct for himself.

To insure good results, a weekly composition for each child should be read by the teacher, and marked as to merit—A, B, C, D. At the same brief reading, the errors alluded to above should be indicated by use of a code, with which the child should be familiar.

- | | | |
|----|---|--------------------------------------|
| 1. |  | . . . Error in spelling. |
| 2. | / | . . . Error in use of capital. |
| 3. | ^ (caret) | . . . Omission of word or sentence. |
| 4. | ¶ | . . . Error in paragraphing. |
| 5. | p | . . . Error in punctuation. |
| 6. | M | . . . Margin. None, or too wide. |
| 7. | X | . . . Error in statement. |
| 8. | / / | . . . Syllables incorrectly divided. |
| 9. | () | . . . Error in use of English. |

Explain the meaning and use of this code. Have a copy of it (in large letters) hanging in the class-room. Do your correcting with a colored pencil or ink. Train the children to write their names (for your convenience) in the upper right-hand corner of their papers.

When about to correct a set of composition papers, have at hand a sheet on which to write the gravest errors, particularly those that seem to be common to many (there will always be a few of these, and they vary with the class and the subject).

Do not correct *too severely*; it is often discouraging, especially to younger children. Be satisfied to mark at first only the glaring errors.

At the end of the week read to the class the *general result* (how the subject was handled), and each *individual mark*. Also present the list of general errors, and make these the subject of a drill. Then return the papers, allowing each child to make what corrections he can. The code will suggest the careless mistakes and their removal.

The drill will give further hints ; other faults especially errors in English should, if possible, be corrected by individual explanation.

When the papers are returned, they may not always be largely improved, but each child will feel more responsible for his work, and will be quicker to detect his own errors in the future.

When possible, read a few of the best papers aloud to the class. The papers marked *D*, should always be given back to the pupil to be recopied at home. By thus keeping track of each one's weekly work, an atmosphere of interest and sympathy is created, which makes the child anxious for improvement.

During the oral preparation, which should always be ample, both for letters and compositions, place the best sentences on the board. These may be erased before the writing begins, but suggestive words in logical order or outlines to suggest sequence may be left. If any new or unusual words occur in the lesson, especially in the line of adjectives, place on the board and encourage their use.

The daily sentence work suggested below will be found most helpful in the attainment of good written language if faithfully enforced, especially when the need is greatest, during the fourth and fifth years.

If a short dictation is given every day, this will be found another great help, especially in teaching the rules of form, which can be fixed as well in no other way. Even in the dictation, attention should be drawn to any special beauty of thought or expression.

When the sentence for the day is not done at home, have it written in school, arranging in this way: allow the children to write on the given topic for about three minutes ; that will give time for one good sentence, even to the dullards. Take the few minutes left for the reading aloud of three or four of these sentences, impressing the fact that a sentence is the expression of a *complete* thought. If a sentence is poorly expressed, ask for or suggest an improvement. Any errors thus pointed out may be corrected by the pupil himself. Sometimes have the pupils exchange papers, and ask two of those who think they have good sentences, to read them aloud. Occasionally look over all the papers yourself ; it will not take long.

"Perfect the sentence by frequent practice, and you have gone a long way towards good composition ;" so be sure that each child writes a sentence *every* day either at home or in school. This work has a tendency to do away with the stringing together of loose sentences with "ands," and exposes the grammatical weaknesses of the class, so that the teacher will learn on what to drill in English.

Occasionally, while the composition is being written, have one child place his on the board. At the end of the period correct this composition the class assisting. Then allow the pupils to look over and correct in their own papers the faults just pointed out. This method should be pursued throughout the fourth year, and even later.

NOTES TO PUPILS.

If you wish to learn to speak and write correctly, and nothing is more important to you in life, you must follow a direction I am going to give you now. It is this: every day of your life write a good sentence.

Let the day's work, or any little unusual happening, the weather, or current events, suggest the topic for this five minutes' daily work; such as:

My walk to school.

How the sky looks to-day.

Something interesting I have learned in geography, in history.

The view from our class-room window.

My next-door neighbor.

The sewing lesson.

The noises the wind makes.

What the little Dutch children looked like.

The opening exercises this morning.

Our visitor.

How plants grow.

A fire I saw.

A public statue or building I have seen.

What the birds are doing.

Sometimes, for a change, you might look through your reader, and copy a sentence from it that expresses a pretty thought, or write from memory a sentence that your teacher will give you. Never omit writing a sentence unless your teacher has given you some other language-work or a composition to write. The practice of *learning* to *think* in writing will soon make it possible for you to write easily and correctly. Should your teacher forget to tell you what to write on, remind her, and always have a few subjects ready to give her, if she is not prepared.

**LXXXI. COMPOSITION—ORIGINAL—MY
PET.**

Have you a pet?

Is it a little child, brother, sister, or merely a friend?

Is it an animal, a cat, a dog, a bird?

Do you love it, and would you like to talk about it?

What does it look like? What are its habits?

How does it show that it likes you ?

Do you feed it ?

What else do you do for it, either in the way of taking care of it or amusing it ?

80. WRITTEN EXERCISE.¹

Write a composition by answering the questions asked below.

1. What is your pet? Name it.
2. What does it look like (size, color, etc.)?
3. What are its habits and amusing ways?

REVIEW.

- a. *Copy the following sentences.*
- b. *Give a rule for each capital and mark of punctuation used.²*

1. The ocean is wide and deep.
2. Open the shutters !
3. Yesterday I met Mr. Geo. Smith of Lowell, Mass.
4. The butterfly with shining face
Smiles upward as I pass.
5. Where did you get those eyes so blue ?
6. The last Thursday in March we had a snow-storm.

LXXXII. ADDRESSES AND DATES.

At the beginning of a letter, on the right-hand side of the page there is written an ADDRESS, and below this, on the next line, there should always be placed a DATE.

¹ NOTE, *Teacher* — Considerable oral work should prepare the way for this subject. Allow the children to talk freely ; they are so happy when speaking of the things they love. If the teacher will add some personal experiences in this line, enthusiasm will be further aroused.

² NOTE, *Pupil* — Rules for Capitals, First Word, see p. 181. Rules for Punctuation, Period, etc., Names, Poetry, Quotation-Marks, see pp. 181 and 182.

Thus :

24 Broad St., N. Y.

Oct. 8, 1895.

Do you know what this means? It means that the person sending the letter wrote it at twenty-four Broad Street, New York, on October eighth, eighteen hundred and ninety-five.

Which do you think is the shortest and most convenient way of writing it?

If the writer lives in the country the name of the place in which he lives and the initials of the State are enough for the address; as,

Pine Hill, N. Y.

Latona, N. C.

If he lives in a city, the name and number of the street must also be given; as,

206 Beacon St., Boston, Mass.

116 Oak Ave., Chicago, Ill.

Do you know why this is necessary, especially if an answer is expected?

81. WRITTEN EXERCISES.

a. Write the following as if you were writing a letter from the place mentioned.

A child is writing from one hundred and six Fulton Avenue, Brooklyn, on the twelfth day of November, eighteen hundred and ninety-nine.

Caution. — Be careful of the punctuation and short forms.

b. Write your address and to-day's date as if for a letter.

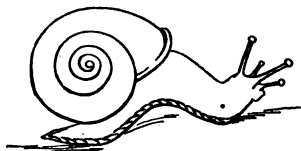
Caution. — Be careful of the comma (,) after the date of the month.

LXXXIII. COMPOSITION—MODEL AND ORIGINAL.

Read the following story.

THE SNAIL'S STORY.¹

I am a little creature with a soft body, and my eyes are at the upper end of long horns or feelers on the front of my head.



MR. SNAIL.

I have only one foot, but I can walk about and even carry my house on my back when I wish to move. This house is a little hard, round, twisted shell. In the winter I crawl

into it and sleep till spring.

I can go a long time without food, and I live in moist places. Do you know my name? It is Mr. Snail.

82. WRITTEN EXERCISES.

- a. *Copy the composition given above.*
- b. *Write what you can of it from memory.*
- c. *Copy the picture of the snail.*
- d. *Imagine yourself to be some little animal with which you are familiar, and write telling all about yourself as the snail did.*

Tell :

1. How you look and move. 2. Your habits.
3. How and where you live. 4. Your name.

Memory Gem.

One flag, one land, one heart, one hand,
One nation evermore.

¹ NOTE, *Teacher*—The use of the first person often makes the composition easier for the child.

LXXXIV. CAPITAL LETTERS—TITLES OF BOOKS.

Read the following title.

Beauty and the Beast.

With what kind of letters do “Beauty” and “Beast” begin? Why do not the words “and” and “the” begin with capitals?

Rule.—All the important words in the titles of books or compositions should begin with capital letters.

83. WRITTEN EXERCISES.

- a. *Copy the following titles and sentences.*
- b. *Write them from dictation.*

1. The Ant and the Grasshopper.
2. The Life of Washington.
3. Jack the Giant Killer.
4. Have you read “Robinson Crusoe”?¹
5. We take “The Sun” every morning.

Memory Gems.

I.

How far that little candle throws its beams!
So shines a good deed in a naughty world.

— *Shakespeare.*

II.

A good deed is never lost. He who sows courtesy
reaps friendship, and he who plants kindness gathers love.

— *Basil.*

¹ NOTE, *Pupil*—When you mention the title of a book or periodical in a letter or composition, enclose it in quotation-marks.

LXXXV. LETTERS — THE FORM — THE ENVELOPE.

First copy the following form for a letter, then write it from memory.¹

Write in the proper place your address, the date, the name of the person you are writing to, after "Dear," "Yours lovingly" in the place marked "Close," and then your name.

(Place),,

(Date),

Dear (Name) :

.....

.....

.....

.....

(Close),

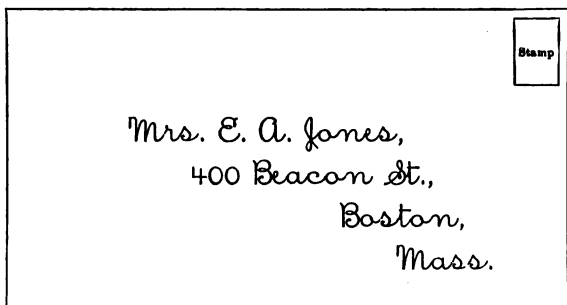
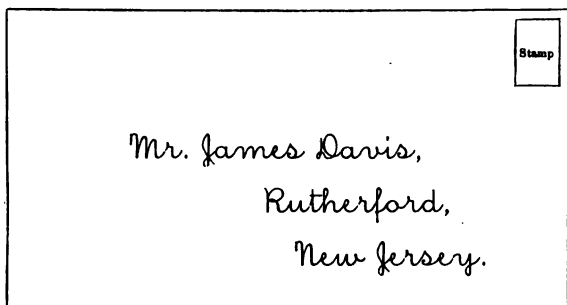
(Name)

Caution. — Be sure to observe the marks of punctuation.

¹ NOTE, *Teacher* — Give the children practice in this work once a week for some time. Have the outline placed on the board, and "place," "date," "salutation," etc., filled in by the children.

In review it might be well to mention the current variations of this form, such as the placing of the date at the end of a social letter and the addition of a formal subscription when required. The outline as it stands, however, should be thoroughly mastered before any exceptions are noticed.

Draw and copy the following envelopes with addresses. Notice the difference: in the city you must write the street or avenue and number; in the country, only the name of the place. In all cases the name of the State is placed last.



Draw four envelopes and place on each, one of the following addresses.

1. Rev. Thomas Bain, Troy, N. Y.
2. Mrs. A. Peters, 210 Wright St., Albany, N. Y.
3. Mr. L. C. Scott, 17 Franklin St., Cleveland, O.
4. Master Jack Daw, Pittsburg, Pa.

LXXXVI. CONTRACTIONS (USE OF APOSTROPHE IN).

The apostrophe (') is used for other things than to mark the possession of something, as in

John's hat.

It is used to show that letters are left out, as in

I 'm, it 's, won't, can't, is n't, he 's, etc.

It is usually best, however, to avoid using these contracted forms, unless repeating a conversation.

84. WRITTEN EXERCISES.

a. Write the following sentences in the contracted form.

1. The stars have not come out yet.
2. There is not a sound to be heard.
3. I am glad it is snowing.

b. Write the following sentences in full, without the contractions.

1. It 's hot to-day.
2. I 'll go if you say so.
3. There 's not a cloud left in the heavens.

LXXXVII. COMPOSITION — ORIGINAL — A SUMMER SHOWER.

Have you ever watched a rain-storm come up ? How does the sky look before ? What do you hear and feel, as well as see ? See the people run ! How does everything look afterwards ?

O the brisk and merry rain,
Bringing gladness in its train !

Twinkling, dancing
All around —

Falling, glancing,

Listen to its cheery sound.

85. WRITTEN EXERCISE.

Write your composition, using the following outline.

Sky — dark clouds. Wind blows. Dust whirls. Lightning flashes. Thunder rolls. Rain falls. People run.

(Clearing :) Clouds break. Sun shines.

(Good done :) Dust laid, air cooled. Things grow.

(Damage done :) Lightning.

Everywhere things look bright and fresh.

LXXXVIII. QUOTATION-MARKS.

Read the following sentence.

A donkey heard a grasshopper chirping one day, and he said to himself, "If I could sing like that how happy I should be."

Marks like these (" ") show that the *exact* words of a person have been repeated. What were the donkey's words? With what kind of letter does a quotation begin? What mark separates it from the rest of the sentence?

86. WRITTEN EXERCISES.

a. Write a sentence bringing in this quotation.

All work and no play makes Jack a dull boy.

b. Write a sentence repeating the exact words of one of your companions, or asking a direct question.

Caution. — Don't forget the quotation-marks.

Rule. — Quotation-marks (" ") should be placed before and after the exact words of another person. The quotation should be begun with a capital letter, and separated from the rest of the sentence by a comma.

LXXXIX. LETTERS — THE BEGINNING AND THE END.¹

To write a good letter is a most important part of our education, and in order that we may learn to do so we must first make ourselves perfectly familiar with the arrangement.

In addition to the arrangement, mark the *courtesy* of the salutation and the close.

The most common salutations are :

Dear : My dear :

The closing remarks are more varied.

To your relatives or intimate friends you may sign yourself —

Yours lovingly,

Yours affectionately,

Your devoted (son, daughter, sister, brother, cousin, etc.).

To those not so close,

Your sincere friend,

Very sincerely yours,

Most gratefully yours.

To superiors,

Yours respectfully.

¹ NOTE, *Teacher* — The writing of letters is a most important part of this year's work. Many children are quite ignorant of the courtesy required in a letter, good models being seldom or never seen ; it is for the teacher, then, to instruct and guide. At this period the mechanical part must be *indelibly impressed* ; so it would be well to have the form given on p. 94 frequently copied. There should follow considerable practice, orally of course at first, in various headings, salutations, and conclusions.

87. WRITTEN EXERCISE.

Copy the forms given below, noting every point until you are thoroughly familiar with them and can write them from memory.

Washington, D. C.,
March 10, 1899.

Dear Father :

How I have been longing to hear from home.
You may imagine my happiness, then, when the postman brought me your letter.

Your affectionate son,
Arthur Kingsley.

300 West 91 St., N. Y.,
June 30, 1897.

My dear Mother :

What a pleasant surprise your welcome letter was. It reached me yesterday afternoon.

Your loving daughter,
Mary.

Newton, Mass.,
Oct. 20, 1897.

Dear Father.

No doubt you will be glad to hear that I am well, and improving in my studies, etc.

Your affectionate son,
John King.

My dear Emily :

What a delightful way you have of reminding one of an unanswered letter, etc.

Yours fondly,
Alice.

920 Madison Ave., N. Y.

March 15, 1898.

Dear Miss Smith:

In reply to your kind invitation for Thursday next, I am happy to say that I am able to accept, etc.

Very truly yours,

Ellen Tompkins.

19 Ford St., B'klyn.

January 12, 1896.

Mrs. Jane Sanders:

Dear Madam, —

Your inquiry of the 10th instant concerning your lost purse has been received, etc.

Yours truly,

Edward G. Ward.

XC. LESSON IN INTERPRETATION.

Read the following stanza and memorize it.

BETTER THAN GOLD.

Better than grandeur, better than gold,
Than rank or titles a hundred fold,
Is a healthy body, a mind at ease,
And simple pleasures that always please.
A heart that can feel for a neighbor's woe
And share in his joy with a friendly glow,
With sympathies large enough to enfold
All men as brothers, is better than gold.

— A. Smart.

What is better than gold or rank, — in body, mind, feelings, or pleasures?

XCI. NAME WORDS—MORE THAN ONE.

Read the following words.

Daisy.

Baby.

Lily.

Daisies.

Babies.

Lilies.

With what letter does the word daisy end ?

With what letter do baby and lily end ?

What change is made when more than one is meant ?

Read the following words.

Monkey.

Day.

Roof.

Monkeys.

Days.

Roofs.

With what letter does monkey end ?

With what letters do day and roof end ?

Is the same change made here as was done with daisy, baby, lily ?

Read the letters before the y in the words above.

Rule. — Name words ending in *y* change *y* into *i* and add *es* when more than one is meant, unless the letters *a e o* come immediately before the *y*.

Caution. — Take notice that some *name words* change altogether when more than one is meant and some not at all.

Learn the following words which have irregular forms to mean more than one.

A mouse. A foot. A woman. A man. Deer. Sheep.
Mice. Feet. Women. Men. Deer. Sheep.

88. WRITTEN EXERCISE.

Use the following words in sentences to mean more than one.

Berry.

Fairy.

Butterfly.

Fox.

Pansy.

Cherry.

Sheep.

Proof.

Story.

Poppy.

Woman.

Deer.

XCII. COMPOSITION—REPRODUCTION.

Read the following fable carefully.

THE ANT AND THE GRASSHOPPER.

One frosty day a grasshopper, half dead with cold and hunger, knocked at the door of an ant, and begged for something to eat. "What were you doing in the summer?" asked the ant. "Oh, I was singing all the time," answered the grasshopper. "Then," said the ant, "if you sang all the summer, you may dance all the winter."

Who came to the ant? When? Asked for what? What was the ant's question? The grasshopper's answer? The ant's retort?

89. WRITTEN EXERCISE.

Write your composition by answering the questions asked above.

Caution.—Be sure to place the quotation-marks where they belong.

XCIII. WORDS THAT TELL WHAT THINGS DO.

Read the following sentence.

The bird sings.

Here I speak of a bird and say that it sings.

What do the following things do?

Fire — .	Moon — .	Pencils — .	Knives — .
Mary — .	Earth — .	John — .	Flowers — .

90. WRITTEN EXERCISE.¹

Write at least three sentences, using in each case one of the words given above for your name word. Draw a line under the word or words that tell.

¹ **NOTE, Teacher**—This work should be commenced orally.

XCIV. LETTERS — ORIGINAL — VACATION — PROMOTION.

Write a letter telling how you spent your last vacation. First acknowledge a letter received. Follow the outline given below. Write a sentence in answer to each question.

1. *Opening.*¹ — Your kind letter was received, thank you for the pleasure it gave me.
2. Vacation, where, and how spent ?
3. What did you do most of the time ?
4. What occasion gave you the greatest pleasure ?
5. Are you sorry the vacation is over ?
6. *Close.* — Hoping that you have had a pleasant vacation, I am, etc., *or* Remember me to all at home.

If you prefer, write a letter telling of your promotion. State what you think of your new class and studies. Follow the outline given below. Write a sentence in answer to each question.

1. *Opening.*² — Perhaps you may be interested to hear of my progress.
2. When promoted, to what class ?
3. New studies, how do you like them ?
4. New teacher, how do you like her ?
5. Inquire how friend is, and what doing in school ?
6. *Close.* — Hoping that I shall have the pleasure of seeing you soon, I am, etc., *or* With love and good wishes to all the family, I am.

¹ NOTE, *Teacher* — Children should not be forbidden to begin their letters with "I" at this period.

² NOTE, *Pupil* — After reading the openings and closings given, write two of your own. Choose the better one for your letter. Never close by saying, *I have no more to say*. When you have written all you have to say, or that you have time to say, close with a message of affection ; any one can see for himself that you have no more to say.

XCV. WORDS THAT TELL WHAT THINGS DO.*Read the following sentences.***The monkey chatters.****The bird sings.****The flower grows.**

What is named in the first sentence? What does it do?

What is named in the second sentence? What does it do?

What in the third? What does it do?

91. WRITTEN EXERCISE.

Write three sentences, naming some person or thing that can do the things named below.

— runs.	— burns.	— cut.	— walks.
— shines.	— studies.	— write.	— moves.

XCVI. COMPOSITION — MODEL AND ORIGINAL.

Read the following story very carefully. Memorize it.

A BIRD WHO HAD NO HOME.

A little girl, six years old, one of a number who lived in the courts and alleys of a crowded city, was one summer taken into the country for a few days' holiday.

At one of the places she visited with her friends a lady had a tame robin, which hopped about the garden and perched on the lady's chair while she sat at work sewing.

"Poor little bird," said the kind-hearted girl, "it has no cage."

She had never seen birds except tame ones in cages, and thought this one must be very unhappy flying about and having "no house."

92. WRITTEN EXERCISE.

Write a little story of your own, telling some amusing remark made by a little child you know. Tell:

1. Who it was that said it.
2. Where he was at the time.
3. What he said.
4. How he came to say it.

XCVII. WORDS THAT TELL WHAT THINGS DO.

Read the following sentences.

The bird sings.

The dog barks.

What does the bird do? The dog?

Here you have named something and told what it does.

93. WRITTEN EXERCISES.

a. Write sentences telling what the following things do. Draw a double line under the word that tells.

The lion —.	The sun —.	The rooster —.
The cat —.	The wind —.	The stars —.

b. Copy the following sentences.

1. Good health is better than wealth.
2. True worth is being not seeming.
3. Keep good company and you shall be of the number.

**XCVIII. COMPOSITION—ORIGINAL—
PRECIOUS METALS.**

Do you know the names of the precious metals? Why are they called precious? Where do we get them, and how? How do they look when first taken out? What is done to make them fit for use? Name some of their qualities. How does each look when ready for use? For what can they be used?

94. WRITTEN EXERCISE.

Write your composition by answering the following questions.

1. What are the names of the precious metals?
2. Where do they come from? (Dug out of earth.)
3. In what condition are they found? (Rough, mixed with sand and rock.)
4. How are they made fit for use? (Cleaned, ground and melted.)
5. Name some things they can be made into.

**XCIX. WORDS THAT TELL WHAT
THINGS DO.**

Read the following sentences.

A tall tree waves in the wind.

Tall trees wave in the wind.

How many trees are spoken of in the first sentence? How many in the second?

95. WRITTEN EXERCISES.

a. Write two sentences by adding more words to the following. Speak of one and more than one, as is done above.

Marble — roll. Horse — rest. Top — spin.

b. Write two sentences by adding more words to the following. Use also *is* and *are*, *was* and *were*, or *has* and *have*.¹

Road — rough.

Pail — full.

Clock — stop.

Birds — come.

Lessons — learned.

Horses — harnessed.

Watch — lost.

Trains — slow.

C. COMPOSITION — ORIGINAL — THE SENSES, THE GATEWAYS OF THE MIND.

How do we gain our knowledge of the world about us? How many senses have we? Name them. (Seeing, hearing, smelling, tasting, touching.) Has every one all these senses? What do we say of a person that cannot see or hear? Through what sense do we learn to know and enjoy form, color, size, motion, pictures, statuary? How may we gain knowledge through the eyes besides observing? (Reading.) Through what sense do we learn to know odors and enjoy perfumes? Through what sense may we recognize sounds and enjoy music? Through what sense do we know tastes and enjoy pleasant ones? Through what sense may we know the feeling of things? Are some things more pleasant to touch than others?

¹ NOTE, *Teacher* — Begin this work orally in the class-room, call particular attention to *number* in group 1 and to *tense* in group 2.

Example.

The bottle is empty.

The bottle was empty.

The bottles are empty.

The bottles were empty.

The kitten has died.

The kittens have died.

96. WRITTEN EXERCISE.

Write your composition by answering the questions and following the directions given below.

1. How many senses have we? Name them.
2. What would we know of the outside world without them?
3. Through what two senses do we get the most pleasure?
4. Should we miss much enjoyment without our senses?
5. What enjoyment should we miss?
6. Should we observe and listen carefully?

**CI. LETTERS—ORIGINAL—INVITATION
AND ANSWER.**

Write a note inviting a friend to spend an afternoon with you. The following points must be mentioned.¹

1. *Opening.* — It would give me great pleasure to have you spend, — *or* I am longing to see you, can you not come to see me next, — *or* Come over to-morrow afternoon; we are going to have great fun, and I want you to enjoy it with us.
2. What day and hour?
3. What to do?
4. *Close.* — Is answer expected?

Caution. — Be careful to get a good opening. I have given you some suggestions, try to improve on them. Remember that no child should give or accept an invitation without his mother's permission.

¹ *NOTE, Teacher* — When the letter or composition is written in school, outlines, the result of oral work, should be placed on the board and left there while the children are writing. Do this until they have learned how to make them for themselves.

On the other side of your paper, answer the invitation you have just written. The following points must be mentioned.

1. *Opening.* — Letter received.
2. Thanks for the invitation.
3. *Close.* — Can accept or cannot (why not?), thanks for being remembered.

In case you decline, state your reason so as not to appear indifferent to your friend's kindness. If you are not free to go on the day named, you might suggest another day; if so, ask if it will be convenient.

CII. WORDS THAT TELL WHAT THINGS DO.

Read the following sentences.

I play. I eat. I study. I learn. I obey.

Are there any names used? What word takes the place of a name? The words "I" "thou," "he," "she," "it," "we," "you" and "they" are words used instead of names. Do you know any other words that may be used instead of names?

97. WRITTEN EXERCISE.

Write the sentences given above, as if speaking of one of your schoolmates, as, "he plays," "she plays," "you play," or more than one, as, "we play," "they play." Add more words to make the sentences fuller. Models:

He plays tag.

We play a new game.

She plays the piano.

I know that they play in school.

Do you play cards?

Do you study hard?

CIII. COMPOSITION—ORIGINAL—THE RAIN-DROP'S JOURNEY.

Have you ever watched the rain-drops pattering against the window-pane, and wondered whence they came and whither they are going? Where does the rain come from? When it falls, where does it go? Does it remain there? What becomes of it? What takes the water up, and in what form? What causes it to fall again? What does this do for the earth?

Read the sentences given below. Notice the three kinds. Try to form a sentence like one of these to begin your composition.

Have you ever watched the snowy clouds sail over the blue sky?

The clouds hold the rain for the thirsty earth.

How wonderful is the rain! It makes everything grow.

98. WRITTEN EXERCISE.

Write your composition. The following words will help you.

Clouds — earth — springs, rivers, lakes, or oceans — heat of the sun — vapor — wind — clouds heavy — cool air condenses vapor — rain falls.

CIV. WORDS THAT TELL WHAT THINGS ARE DOING.

Read the following question and answer.

Who is coming?

Mother is coming.

In answering this question you have named something and told what that something is doing.

99. WRITTEN EXERCISE.

Write answers to the following questions. In number one use I, he, she, we or they.

Caution. — Be sure to make each sentence a complete thought.

- | | |
|---------------------|-----------------------|
| 1. Who is talking? | 4. What was rattling? |
| 2. What is blowing? | 5. What is shining? |
| 3. Who was singing? | 6. Who is working? |

Memory Gem.

He that is slow to anger is better than the mighty.

CV. COMPOSITION—MODEL AND REPRODUCTION.

Read the following verse.

They never fail who die in a great cause.

— Lord Byron.

Read the following story twice. Look in the dictionary for the meaning of any word that you do not understand. Find out when and where the Revolutionary War was fought, what people took part in it, what caused it, and the result.

NATHAN HALE.

During the Revolutionary War, after Washington's retreat from Long Island in September, 1776, he needed to know something about the strength of the British fortifications. Captain Nathan Hale, a fine young American officer of twenty-one, who had formerly been a school-teacher, offered to get the information. While inside of the enemy's lines he was taken prisoner, and hanged as a spy. His last words were, "I only regret that I have but one life to give for my country." Brave Nathan Hale!

100. WRITTEN EXERCISE.

Write your composition by answering the following questions.

1. At what time and in what place did Washington need certain information?
2. What was the information he needed?
3. Who offered to get it for him?
4. What happened to Hale?
5. What were his last words?

CVI. WORDS THAT TELL WHAT IS DONE TO THINGS.

Read the following sentences.

The school is opened.

The lessons are learned.

The examples are worked.

The pupils are taught.

The lazy child is punished.

The good child is rewarded.

Ripe fruit is picked.

What is done to the school, the lessons, etc.?

101. WRITTEN EXERCISES.

a. Write in sentences what is done to these things.

Door — open. Seed — sown. Meat — cook. Baby — wash. Clock — wound. Orange — eaten. Pie — bake. Chair — mend.

b. Write in sentences what these things do, and what is done to them.

Child — call. (Child calls or is called.) Bell — ring. Dog — bite. Man — strike.

CVII. LETTERS — ORIGINAL.

Write a letter to a friend who has written asking you to tell him something about your favorite book or story.¹

1. *Opening.* — It gives me great pleasure to tell you about the story that I like best.
2. Name it.
3. Tell why you like it.
4. *Close.* — In answer, will you tell me what story you have enjoyed the most? I shall be grateful, as I wish something new to read.

Write a letter describing something new which you have lately received (a sled, a book, a dress, a hat).

1. *Opening.* — Made happy by receiving, what?
2. When received? From whom?
3. Describe it, and why you like it, or the pleasure you expect to get from it.
4. *Close.* — Is it not pleasant to have others think of us? — Wishing that you could share my happiness, I am.

Memory Gem.

Do you covet learning's prize?
 Climb her heights and take it.
 In ourselves our fortune lies;
 Life is what we make it.

— J. W. W.

¹ NOTE, *Teacher* — Do not forbid beginning a letter with the pronoun "I." This is the cause of so many of the involved sentences found at the beginning of children's letters, and the participial construction, which they are not able to handle. The opening should above all things be natural. During the oral preparation draw out as many as possible, and give one or two yourself to start with.

CVIII. PICTURE STUDY.

In describing a picture, remember that **TIME**, **PLACE**, and **OBJECTS** are three things of prime importance.¹

Read the following outline.

Time.	{	What time of year is it and how shown?
		What time of day is it and how shown? Note the shadows and appearance of the sky.
		CONDITIONS. { What kind of day is it? How is this shown?
Place.	{	Where is the scene laid? Note whether in the city or country, indoors or out.
		In what country is the scene laid and how is this told?
Objects.	{	What are the principal objects? If people, tell what you can of their condition and occupation. If people or animals, tell what their attitude or expression reveals.

AN UNEXPECTED MEETING.

What do you see in this picture?

What has he been doing?

What kind of boy do you think he is (rich or poor, good or bad)?

What is he looking at?

Is he frightened? (Did you ever see or handle a toad, and what do you know about toads?)

What do you think will happen next?

¹ NOTE, *Teacher* — These points should be well illustrated through the observation of several pictures, before a composition is written on any one in particular.



AN UNEXPECTED MEETING. — *Paul Peel*

CIX. WORDS THAT TELL WHAT IS DONE TO THINGS.

Read the following sentences.

My pencil *is* broken.

Your pencils *are* broken.

What is spoken of in the first sentence?
What in the second?

Why do we use “is” in the first sentence, and
“are” in the second?

102. WRITTEN EXERCISES.

a. Make sentences using the following pairs of words. Use also is or are.

Top — lost.

House — painted.

b. Make sentences using the following pairs of words. Use also was or were.

Books — mislaid.

Cows — milked.

Slate — broken.

Mouse — caught.

Horses — fed.

Children — punished.

Memory Gems.

I.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!

II.

True happiness
Consists not in the multitude of friends,
But in their worth and choice.

— Ben Jonson.

CX. COMPOSITION—ORIGINAL AND REPRODUCTION.

Did you ever see a robin? What did he look like? What do you know about robins?

Read the following story.

THE LEGEND OF ROBIN REDBREAST.

Long ago in the far north, there was only one fire. An old man and his son took care of it night and day. They knew that if it went out all the people would freeze, and the white bear would have the land. One day the old man became very sick, and the poor little boy who watched him day and night was so tired that he fell asleep. Then the white bear put the fire out.

But a gray robin saw him, and she flew down and saved a tiny spark. She fanned it with her wings, till a blaze sprang up, but her poor breast was burned red. Then she flew from hut to hut. Wherever she touched the ground a fire began to burn. So the white bear had to go back to his cave; the north land was not for him.

— Abridged from Flora Cook's Myths.

103. WRITTEN EXERCISE.

Write your composition by answering the following questions.

Paragraph I.

1. When and where was the fire? Who took care of it? Why were they so careful of it?
2. What happened when the boy fell asleep?

Paragraph II.

1. Who saw him? What did she do? Did it burn her?
2. How did she take the fire to the people?
3. What did the white bear do?

CXI. WORDS THAT TELL WHAT THINGS ARE DOING.

Read the following sentences.

Jerry is eating his dinner.

Jerry was eating his dinner.

Jerry will be eating his dinner very soon.

In the first sentence what time is meant? In the second? In the third?

104. WRITTEN EXERCISES.

a. Write the following sentences as if the things happened before, as: "The child went home."

1. The child is going home.
2. Mary learns her lessons.
3. I am running home.
4. I am playing with my little sister.

b. Write them as if they will happen later, as: "The child will go home."

CXII. COMPOSITION — ORIGINAL — HOW TO PLAY A GAME.

Select any game you like and be prepared to tell how it is played by answering the following questions.

Answer in complete sentences. Describe so clearly that not only those who already know how to play this game will recognize it, but that others could play it from your account.

Is it an indoor or an outdoor game? How many persons are needed to play it? What materials are required, and how should these be arranged? What has each person to do? What is the object of the game, or what is it necessary to do in order to win?

105. WRITTEN EXERCISE.¹

Write the answers to the questions asked above.

**CXIII. COMMON ERRORS — WORDS THAT
TELL WHAT THINGS DID.**

There are some bad habits of speech, the result of little folks not using their ears and eyes properly.

Read the following sentences, correcting any mistakes that you may find.

Caution. — Remember what you learned about time in the last exercise.

The new scholar look at the teacher.

I just open the door and went in.

Did you know the dog come yesterday ?

Washington love his mother very much.

When you have found and corrected the mistakes, you must try to avoid them and similar ones for the future.

When things happen in the *past* instead of the *present*, we either change the word, as “come” to “came,” or add “ed,” as “love,” present ; “loved,” past ;² as,

I love my parents.

I loved my little sister, who died last year.

¹ NOTE, *Teacher* — After the oral work, allow a few to give a complete account without the help of the questions before the writing is begun.

² NOTE, *Teacher* — This is a fault that will require constant watching and correction on the part of the teacher.

108. WRITTEN EXERCISES.

- a. *Write the sentences, given on the preceding page, correctly.*
 b. *Copy the following sentences placing the proper word in the blank spaces.*

1. I —— to school every morning (*go or went*).
2. I —— to the country last summer (*go or went*).
3. The teacher —— the new scholar this morning (*praise or praised*).
4. I —— my dress on a nail yesterday (*tear or tore*).
5. Mary —— the window last night (*close or closed*).
6. I —— your letter last Tuesday (*receive or received*).

- c. *Write the following stanzas from dictation.*

1. Teach me to feel another's woe,
 To hide the fault I see.
 That mercy I to others show,
 That mercy show to me.

— *A. Pope.*

2. All who joy would win, must share it, —
 Happiness was born a twin.

CXIV. LETTERS—MODEL AND ORIGINAL.

Read the following letter to a sick mother away from home in the hospital.

My dear Mother :

I hope you are getting better, and will soon be well again. We think of you all the time, and miss you every minute. We are trying to be very good, for never before did we know how much we love our dear mother.

Your affectionate child,

107. WRITTEN EXERCISES.

- a. Copy the letter given above.
- b. Write it from memory.
- c. Try to imagine your own father or mother to be away from home and ill. What would you have to say of your sorrow in his or her suffering, the loneliness of your home, or your hope for a quick recovery? Write all this in a letter, making it very kind and loving. When we are sick, we need kindness more than at any other time.¹

CXV. WORDS THAT TELL WHAT THINGS ARE.

Read the following sentences.

The rose is a beautiful flower.

The saw is a sharp tool.

The robin is a bird with a red breast.

Baseball is a game.

These sentences tell you what things are.

108. WRITTEN EXERCISE.

Write sentences telling what the following things are.

A bee.	A tiger.	A pear.	A lily.
A potato.	A lark.	Tag.	Silver.

Memory Gem.

When by night the frogs are croaking,
Kindle but a torch's fire.

Ha! how soon they all are silent! Thus
Truth silences the liar.

¹ NOTE, *Teacher* — Children should be encouraged to express in their letters the love and gratitude which they feel for their parents and relatives, for, strangely enough, they usually seem afraid to do so.

CXVI. LESSON IN INTERPRETATION.

Hiawatha was a little Indian boy. He had no father or mother. He lived with his grandmother, Nokomis. His home was a wigwam, near a great lake, and behind was a dark forest. Hiawatha loved trees and birds and animals, but he loved his people more than all. When he grew up he became their teacher, and a great warrior as well.

Read the following stanzas and learn them by heart.

HIAWATHA.¹

Then the little Hiawatha
 Learned of every bird its language,
 Learned their names and all their secrets,
 How they built their nests in summer,
 Where they hid themselves in winter,
 Talked with them whene'er he met them,
 Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
 Learned their names and all their secrets,
 How the beavers built their lodges,
 Where the squirrels hid their acorns,
 How the reindeer ran so swiftly,
 Why the rabbit was so timid,
 Talked with them whene'er he met them,
 Called them "Hiawatha's Brothers."

— H. W. Longfellow.

¹ NOTE, *Pupil*—Read the "Story of Hiawatha" (Educational Publishing Company), and you will learn much more that will interest you about this little Indian boy.

Who was Hiawatha? With whom and where did he live? What did he become when he grew up? What did he love?

What did he learn about the birds, and what did he call them? What two secrets are mentioned? What did he learn about the beasts—the beaver, the squirrel, the reindeer, the rabbit? How did he learn these things? What did he call the beasts, and why do you think he called them that?

109. WRITTEN EXERCISE.

Write sentences answering the questions in either the first or second paragraphs.

CXVII. QUALITY WORDS.

Read the following sentences.

The sun is bright today. The spring flowers are sweet and fresh. The air is soft and mild. The birds are happy.

What can you say of the sun? Brightness is a quality of the sun.

What qualities have the flowers, the air?

What can you say of the birds?

What season of the year is it, and how can you tell?

110. WRITTEN EXERCISE.

Write sentences naming the qualities of the following things.

Satin.	Ice.	A needle.	A stone.
A fire.	A lemon.	A star.	Candy.

**CXVIII. COMPOSITION—ORIGINAL—
AUTOBIOGRAPHY.**

Look back over your life ; what is the first thing you can recall ?

What do you remember since, that was interesting or important ?

Do you know when and where you were born ? If not, find out.

Where have you lived and attended school ?

Have you had any serious loss in your family, or have you ever been very ill ?

What experiences have you had that made an impression on you ?

111. WRITTEN EXERCISES.

a. Write your composition using the outline given below.

1. Date and place of birth. Parents' name and occupation.

2. First recollections.

3. Changes since—deaths in family ; where you have lived and attended school ; your studies.

4. Your thoughts on the past and plans for the future.

b. Write the following selections from dictation.

1. We should make the same use of books that the bee does of a flower. He gathers sweets from it, but does not injure it.

— Colton.

2. Pleasure comes through toil. When one gets to love his work, his life is a happy one.

— Ruskin.

CXIX. PARAGRAPHING.

Read the following paragraphs.

Henry W. Longfellow, one of the best known of American poets, was born in Maine in 1807. He went to Bowdoin College, and afterwards became a professor in Harvard College, near Boston.

Mr. Longfellow loved children and wrote many poems about them. Have you ever read "The Children's Hour," or "Hiawatha," by him?

These few remarks about Longfellow are arranged in two paragraphs. Do you know why? The first paragraph is about his early life, and the second about his poems on children, two different headings or topics.

Definition. — A paragraph is a group of sentences all relating to the same subject or to the same part of a subject.

When a new topic or part of your subject is taken up, indent; that is, start on another line and begin further in, thus forming a new paragraph.

112. WRITTEN EXERCISE.

a. Write a brief paragraph on "How I prepare my lessons for school." State:

1. When, where, and how you study.
2. What you study.

Caution. — Avoid saying "I do my lessons." Do not begin a sentence with "and," or use "and" too often. Rewrite the paragraph until you are sure that your language is good, and that you have made no mistakes in spelling, punctuation, and use of capitals.

CXX. COMPOSITION—REPRODUCTION.

Read the myth of Ceres.¹ Find out all you can about her.

Read the following outline ; it will give you the main points of the story in their order.

A GREEK MYTH.

1. Whom did the Greeks believe Ceres to be? The goddess of nature,—of the flowers, trees, harvests, etc.
2. What did they say she did for man? Taught man how to prepare the soil, and sow the seed. How to care for the plants, grain, and fruits. In autumn she rejoiced in the harvests.
3. What did they believe Ceres did during the summer? Travelled over the earth, making everything grow. When she appeared, the earth flourished, and became beautiful.
4. Who was Proserpina? What had she to do with winter? Proserpina was the daughter of Ceres. In the fall, when Proserpina was obliged to return to her husband Pluto, in the lower regions, Ceres became so sad, that she allowed the long cold winter to settle on the earth until her daughter's return.

113. WRITTEN EXERCISE.

Write your composition following the outline given above.

Memory Gem.

Such is the patriot's boast where'er we roam ;
His first, best country ever is at home.

— *Goldsmith.*

¹ NOTE, *Pupil* — See "Greek Myths" and "Around the Year in Myth and Song."

CXXI. COMMON ERRORS—REPETITION.

Read the following composition, which was written by a little child of your own grade.

The teacher took my name and address, then the teacher put me in a class. The teacher's name was Miss Smith.

Then I went into a class-room. Then I learned to count. Then I learned to spell, and then we went home.

We read and spelled and counted and drew twigs.

How many times is the word "teacher" used in the first group? The word "then" in the second? The word "and" in the third?

Does this sound well? Can you suggest an improvement?

Caution. — Do not repeat the same word twice in a sentence or anywhere close together if you can help it. Try to find another word that will mean the same thing, or re-arrange your sentence.

114. WRITTEN EXERCISES.

a. *Rewrite the three sentences given above, and improve them by avoiding repetition.*

b. *Write the "Caution" from memory.*

Memory Gem.

Where did you come from, Baby dear?

Out of the everywhere into the here.

Where did you get those eyes so blue?

Out of the sky as I came through.

— *George Macdonald.*

CXXII. LETTER—MODEL AND ORIGINAL.

Read the following letter through carefully. Note the feeling shown.

My dearest Trotty :

Upon our return to London this morning we found your letter awaiting us, and it pained us to hear that you had been homesick. By this time, however, you have probably recovered your cheerfulness.

You are my only daughter and I find it hard to have you away from me, yet you will find, as you grow older, that it is the sincerest love that makes the severest sacrifices. . . . Your mother will write you shortly, and I shall drop you a line every now and then, for I like to think of you and talk with you.

Good-bye, my darling, for a brief space.

Affectionately yours,

E. F.

What feeling is strongly marked in this letter ? How and where is it expressed ? Repeat the words.

115. WRITTEN EXERCISES.

- a. Copy this letter.
- b. Imagine that your father wrote it, and answer it.

CXXIII. VARIETY OF EXPRESSION.

Read the following sentences. Copy the one you think is the prettier. Tell why you prefer it.

A cry could be heard from a gull flying above us in the sky.

Far aloft in the blue above us came a cry from a wandering gull afloat on snowy wings.

REVIEW.

a. Name the important points to be remembered in telling a story.

b. Write any fable that you know.

c. Draw the form for a letter. Imagine that you are writing to a friend in another city. Fill in address, date, salutation, opening, closing, name. Address the envelope.

d. Write a letter to a relative who is ill.

e. Write the name of the story you like best.

f. Copy the following sentences.

1. The teacher's pencil is broken.

2. I'm going to be promoted.

3. "What big eyes you have, grandmother," said little Red Riding Hood, "and what long arms."

g. Name the marks of punctuation used in these sentences, and give the rule for each one.

h. Write a simple statement.

i. Change your statement to a question.

j. Give the rule for a sentence and tell what two parts must be found in every sentence. Give a model sentence, underscoring the principal parts.

k. Make sentences out of the following by adding more words.

Cat.	Flies.	Wind.	Jumps.
Tom.	Reads.	Robin.	Blows.
Mary.	Frog.	Write.	Break.

l. Write a sentence telling what an axe is, what it does, and one of the qualities of an axe.

m. Write a sentence telling what a dog does, what is done to the dog, one of the qualities of a dog, and what a dog is.

n. Write two sentences, using the words ball, is, and are.

o. Write two sentences, using the words kite, was, and were.

p. Write two sentences, using the words book, has, and have.

q. Write three sentences about summer, speaking of it as here, as past, as coming.

r. Write the following words to mean more than one.

Fairy.	Child.	Proof.	Lily.	Goose.
Chimney.	Lady.	Foot.	Day.	Sheep.

s. Fill the blank spaces in the following sentences with the right word.

1. The child — to church every Sunday.
2. The child — to church last Sunday.
3. The child — to church next Sunday.

t. Rewrite the following sentence, doing what you can to improve it.

After school I went home, and I put away my books, and I went out to play, and I had a good time.

u. Define a paragraph, and tell how it should be written.

CHAPTER V

FOURTH YEAR—SECOND HALF

NOTES TO TEACHERS.

1. THE daily sentence-work should be continued as suggested in the last chapter. Occasionally vary the work by assigning a topic to be developed at home into a very brief paragraph.

2. The reproduction of short stories is usually the easiest composition work for the young child. Choose stories dealing in simple incident and with but few principal characters. One with *brisk action* and a *point* will be the quickest grasped. Be sure that the story is understood through ample oral work. Secure the main points from the children. Place on the board. Draw attention to sequence. An outline, covering the main points in proper order to the climax, should be given the child to follow at this period, as the training is not for *memory* but for *expression*. Good material for reproduction will be found in "Fables, Anecdotes, and Stories for Teaching Composition," (Boston School Supply Company); "Wilson's History Reader," Macmillan; "Stories of New York," "King's Geographical Reader," "Myths of Greece," "Big People and Little People of Other Lands," and "Shaw's Science Readers."

NOTES TO PUPILS.

EACH day that no other work in language is given, write a sentence on one of the topics given below, or on any other that your teacher may assign. See that your sentence expresses a *complete thought*, and is not *too long*. Be careful to punctuate and to use the proper capitals. Do not use many "ands." Try to use good language.

My Favorite Study.

How I Spent my Time Yesterday
Afternoon.

My last Holiday Present.

Something about Animals.

Why Arithmetic is useful.

My best Friend and why I like
Him (or Her).

A Bird's Nest.

A Cocoon (what makes it and
what comes out of it).

Something about the Ocean.

A Picnic I went to.

Something about Coffee, Tea,
Rice, or India Rubber.

The Root of a plant and its Uses.

How I had my Picture taken.

The Dress of a Japanese.

My Sister's Doll, or my Brother's
Sled.
What I do with my Pennies.
Something about the North Wind.
What a Rainbow looks like, or
what causes it.
The Stories I like best.

Where we get our Furs.
Something about any Explorer.
When can an Owl see best and
why?
How the Snow makes the Earth
look.
Ferns.

CXXIV. COMPOSITION — ORIGINAL — A PLEASANT HOLIDAY.

How do you usually spend your holidays?
Can you remember one that you particularly
enjoyed? What did you do on that day?

116. WRITTEN EXERCISE.

Write your composition by answering the following questions.

1. What was the holiday? What were your hopes and plans for the day?
2. What did you do in the morning (occupation or preparations)?
3. What did you do in the afternoon (where spent, with whom)?
4. What did you do in the evening (where spent, with whom)?
5. Was the day as a whole pleasant, and why?

Memory Gems.

I.

A little nonsense now and then
Is relished by the wisest men.

II.

Little minds are tamed and subdued by misfortune,
but great minds rise above it.

— Irving.

CXXV. CAPITAL LETTER—NAMES MADE FROM PARTICULAR NAMES.

Read the following sentences.

Nathan Hale was an American soldier.

The French boy could not understand me.

From what word is "American" made?

From what word "French"?

With what kind of letters do they begin?

Rule. — Proper names, names of places and the words made from them should begin with capital letters.

117. WRITTEN EXERCISES.

a. Copy the following sentences.

1. The Irish flag is green.
2. Did you ever see a Chinese woman?
3. The English boy is fond of sport.
4. The Russians wear long beards.

b. Use the following words in sentences.

German.	Russian.	Japanese.	Scotch.
Spanish.	Dutch.	Italian.	Greek.

REVIEW.

a. Copy the following sentences.

b. Write them from dictation.

c. Give a rule for every capital and mark of punctuation used.

1. Have you read "Cinderella"?
2. The last Monday in March, John will be at home again.
3. The wind has blown off Mary's hat.
4. The general said, "Let us have peace."

**CXXVI. COMPOSITION—REPRODUCTION
AND ORIGINAL.**

Read the following story twice. Find out the meaning of "strolled" and "constant companion."

TWO CHILDREN.

There was once a child, and he strolled about a good deal, and thought of a number of things. He had a sister, who was a child, too, and his constant companion. These two used to wonder all day long. They wondered at the beauty of the flowers; they wondered at the height and blueness of the sky; they wondered at the depth of the bright water; they wondered at the goodness and the power of God who made the lovely world.

They used to say to one another, sometimes, "Supposing all the children upon earth were to die, would the flowers, and the water, and the sky be sorry?" They believed they would be sorry to see their playmates, the children of men, no more.

— *Charles Dickens, from "Child's Dream of a Star."*

118. WRITTEN EXERCISES.

a. Write the story given above from memory. Tell:

1. About whom you are speaking.
2. What they wondered at.
3. What they said and thought.

b. Tell a little story of your own about some children you know. The outline given above may help you.

**CXXVII. CAPITAL LETTER—THE NAMES
OF GOD.**

Read the following sentences.

Do you love God?

Blessed be His Holy Name.

We ought to read the Bible every day.

With what kind of letters do the words "God" and "His Holy Name" begin? With what kind of letter does "Bible" begin?

Rule. — The names of God and the Bible should begin with capital letters.

119. WRITTEN EXERCISE.

Copy the following sentences. Underline the names of God.

1. Honor thy Creator in the days of thy youth.
2. The Lord is my Shepherd, I shall not want.
3. I pray that our Heavenly Father may bless thee.

CXXVIII. LETTERS — ORIGINAL.

Write a letter describing any accident that you have seen. Use the following outline. Make your story plain to the reader.

1. *Opening* — When and where was the accident?
2. What happened? To whom?
3. *Close* — How did it end, and how did the sight affect you?

Write a letter describing how you spent the last rainy Saturday that you remember.

1. *Opening* — Describe weather in the morning. Did the rain change your plans for the day?
2. What did you do in the morning, and in the afternoon?
3. Did you enjoy the day? (Reasons either way.)
4. *Close* — Ask your friend about herself and family. Send your love and good wishes.

CXXIX. THE DASH AND THE PARENTHESIS.

Read the following sentences.

I have heard — but I won't say anything more.

The bowls may be made of three materials — tin, iron, and steel.

Do you know what the mark (—) is called which is used in these sentences? It is called a dash. *Observe* how it is used.

Rule.— Place a dash (—) after the last word of an incomplete sentence, and after the comma before a list of things.

Read the following sentence.

The next morning early (at six o'clock) we started on our journey.

Do you know what these marks are ()? Where else in this lesson have they been used?

Rule. — Use the parenthesis when an expression is put into the sentence which is not entirely necessary, but which explains what goes before it.

120. WRITTEN EXERCISE.

Copy the rules and sentences given above.

CXXX. COMPOSITION — REPRODUCTION.

Read the following story twice.

THE KING AND THE HAYMAKER.

George III. one day visited a small town in England, and took a solitary walk that he might see something of the country. He came to a hay-field in which there was

only one woman at work. The king asked her where all the rest were. The woman replied that they had gone into town to see the king. "Why did n't you go too?" inquired George. "Pooh!" she answered, "I would n't walk three yards to see him. Besides, they have lost a day's work by going; and were I to go my children would suffer, for I am too poor to lose a day's work." George slipped a sovereign into her hand, and said, "When the rest shall come back, tell them that while they had gone to see the king, the king came to see you, and left you his portrait in gold to remember him by."

Of what country was George III. king? What great man known to every American child lived at that time? How did the king and the woman happen to meet? Repeat their conversation. How could the king give her his picture in gold? What piece of money was it that he gave her?

121. WRITTEN EXERCISES.¹

a. *Write your composition using the outline given below.*

Caution. — Be careful of quotation-marks.

1. Who is spoken about? Where was he, and what doing?

2. Whom did he meet? Where?

3. The king's two questions, the woman's answers.

4. What did the king then give her and say to her?

b. *Draw a portrait from any American piece of money.*

Memory Gem.

Never accuse others to excuse yourself.

¹ NOTE, *Teacher* — See that the story is understood, and any unusual word explained before beginning to write.

CXXXI. THE COMMA IN ADDRESS.

Read the following sentence.

I told you, Mary, to leave the room.

What mark of punctuation is used before and after "Mary"?

Rule. — Words used to denote a person or object spoken to, take a comma before and after.

122. WRITTEN EXERCISES.

a. Copy the following sentences.

1. Let us now, dear children, look into the matter.
2. Now, mother, tell me all about it.
3. Run along, pussy, run along.
4. When you go out, Harry, close the door.
5. Hurry, John, or you will be late.
6. At five, Kate, set the table.

b. Write the sentences given above from dictation.

Memory Gem.

Full knee-deep lies the winter snow,
 And the winter winds are wearily sighing.
 Toll ye the church-bell sad and slow,
 And tread softly and speak low,
 For the old year lies a-dying.
 Old year, you must not die:
 You came to us so readily,
 You lived with us so steadily,
 Old year, you shall not die.

— *Tennyson.*

**CXXXII. COMPOSITION — INTERPRETA-
TION — REPRODUCTION.**



“THERE WAS A LITTLE SHIVERING BIRD!”

Read the following story.

PICCOLA.

Poor, sweet Piccola! Did you hear
What happened to Piccola, children dear?
’T is seldom Fortune such favor grants
As fell to this little maid of France.

’T was Christmas-time, and her parents poor
Could hardly drive the wolf from the door,
Striving with poverty’s patient pain
Only to live till summer again.

No gifts for Piccola! Sad were they
When dawned the morning of Christmas-day;

Their little darling no joy might stir,
St. Nicholas nothing would bring to her.

But Piccola never doubted at all
That something beautiful must befall
Every child upon Christmas-day,
And so she slept till the dawn was gray.

And full of faith, when at last she woke,
She stole to her shoe as the morning broke ;
Such sounds of gladness filled all the air,
’T was plain St. Nicholas had been there !

In rushed Piccola sweet, half wild ;
Never was seen such a joyful child.
“ See what the good saint brought ! ” she cried.
And mother and father must peep inside.

Now such a story who ever heard ?
There was a little shivering bird !
A sparrow, that in at the window flew,
Had crept into Piccola’s tiny shoe !

“ How good poor Piccola must have been ! ”
She cried, as happy as a queen,
While the starving sparrow she fed and warmed,
And danced with rapture, she was so charmed.

Children, this story I tell to you,
Of Piccola sweet and her bird, is true ;
In the far-off land of France, they say,
Still do they live to this very day.

Where is France ? What do you mean by
“ could hardly drive the wolf from the door ” ?

What did Piccola believe about Christmas?
 What do we call St. Nicholas? Do you think
 she received a nice gift? How did she treat it?
 Was she a kind and grateful child?

123. ORAL EXERCISE.

Tell the story in your own words.

124. WRITTEN EXERCISES.

a. Write your composition briefly as follows.

Paragraph I.

Who was Piccola, and where did she live?
 What season was it? Why were her parents sad?
 Was Piccola sad? Why not?

Paragraph II.

On Christmas morning what did she find?
 How came the bird there? What did Piccola think?
 Was she happy? How did she show it?

b. Draw a sabot, or wooden shoe, with a bird in it.

CXXXIII. THE POSSESSIVE CASE—RULE.

Read the following sentences.

Dick's hat is on the table.

My dog's collar is new.

Who owns the hat? How is the name
 written to show this? How do we write "dog"
 to show that the dog owns the collar?

When a word shows to whom or to what
 something belongs, it is said to show *possession*.
 This form of words is called the *possessive case*;
 we write it by adding the apostrophe and "s."

125. WRITTEN EXERCISES.

a. Use the following words in the possessive form in sentences.

Girl.	Rose.	Spider.	Rabbit.
Bee.	Horse.	Doll.	John.

b. Change the following groups of words to the possessive form and use in sentences.

The leaves of the tree.	The birthday of Washington.
The hat of the child.	The home of Mary.
The foot of the cat.	The wing of the sparrow.

CXXXIV. LETTERS—MODEL AND ORIGINAL.

Read the fragments of a letter given below. This letter was written by Mme. de Sévigné to her daughter.

Opening — To Madame de Grignan. — At length, my dear child, I have arrived at the old mansion of my forefathers. This was the scene of their triumphs in the manner of the olden time. I have found my beautiful meadows, my little river, and the pretty mill in the same places where I left them. Worthier people than I have lived here ; and yet, on coming from Grignan after leaving you I am ready to die with grief. I could weep heartily, if I were to give way to my sorrow ; but I follow your advice, and endeavor to get better of it.

Close — Adieu, my dearest child. Pardon the concern I have felt at having been so long without hearing from you ; your letters are so agreeable that the want of them can be recompensed by nothing but your presence.

126. WRITTEN EXERCISES.

a. Copy the selections given above.

b. Write a letter home, from a farm or any place away from home, describing the place, etc.

1. *Opening* — Your loneliness for your family, — your improved health.

2. The farm-house or country-place on your arrival; the first evening (how it was spent, your feelings).

3. Describe the place, — the house, surroundings, and the people.

4. *Close* — Your gratitude for your parents' kindness; how you miss and love them.

c. Write a letter to your teacher asking to be excused for absence or lateness at your parents' request.

1. *Opening* — I regret that I shall be obliged to be absent. Reason, — business, illness, etc.

2. Length of time to be absent.

3. Lessons. Ask to have them sent (if not too much trouble to the teacher), by some one living near who will be kind enough to take them to you.

CXXXV. QUOTATION-MARKS — BROKEN.

Read the following sentences.

“Kind friend,” said the donkey, “what food do you eat to make your voice so sweet?”

“I drink the evening dew,” replied the grasshopper.

“Yes,” John replied, “that is my coat.”

What marks “ ” are here used, and why? Give the rule. See p. 34. When the quotation is broken by such words as “said the donkey,” and “John replied,” the marks must be repeated, and commas used to separate.

127. WRITTEN EXERCISES.

a. Write the sentences given above from dictation.

b. Give a reason for every comma used.

**CXXXVI. COMPOSITION—ORIGINAL—A
SNOW-STORM.**

Children love the snow. How happy they are when they see —

“The snowflakes dropping down from heaven,
So swiftly and so silently.”

Think of a snow-storm. How does it feel and look just before the storm? During, and after it?

Read the following selections.

Out of the bosom of the air
Out of the cloud-folds of her garments shaken
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent and soft and slow
Descends the snow.

— *Longfellow.*

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

— *J. R. Lowell.*

128. WRITTEN EXERCISE.

Write your composition using the following outline. But first find words for the blank spaces; as, sharp, cutting, cold, etc.

1. *Before.* The wind is ——. The sky ——. No sun ——.

2. *Beginning.* First flakes fall ——, then thicker and faster. The earth ——. Everything covered ——. Objects look ——.

3. *After.* Children happy. Sleighs.

CXXXVII. THE STATEMENT—ITS CHIEF PARTS.

Read the following sentences.

The baby walks.

Seeds are planted.

Of whom do I speak in the first sentence ?

What do I say of her ?

Of what do I speak in the second sentence ?

What do I say of them ?

Are these sentences ? What is a sentence ?

Definition. — A sentence is a group of words expressing a complete thought.

In every sentence there are *two* parts: the name of the person or thing of which we are speaking, and what we say about it.

In "Water flows," what do I name, and what do I say about it ?

In "Ice melts," what do I name, and what do I say about it ? In "Open window" ?

Is this last a sentence ? Why not ?

129. WRITTEN EXERCISE.

Copy the following sentences, separate them into their two chief parts. Draw a line under the word that names, and two under the word that tells. Thus :

Many bright stars shine in the sky.

1. Many bright stars shine in the sky.
2. The little Hiawatha was brave and kind.
3. The elephant is big and clumsy.
4. Little ducks swim.
5. Tea is made from the leaves of a plant.

**CXXXVIII. COMPOSITION—ORIGINAL—THE
ANCIENT GREEKS. *Alternative,*
THE JAPANESE.**

Do you know where Greece is on the map, and can you describe it? If not, look it up in your Geography. The ancient Greeks lived in the same country.

About how long ago did they live there?

What kind of people were they?

What religious belief had they?

What did they leave behind that all the world knows and loves?

Read the following outline.

1. When and where did the Greeks live? Long, long ago, in a far-off country of southern Europe, still called Greece.
2. What kind of country was Greece? Very beautiful; sky always blue, rugged mountains, green valleys, swift-flowing streams, beautiful flowers.
3. What kind of people were the Greeks? Simple and child-like. Fond of out-of-door life. Handsome, strong, active, and brave. They loved everything beautiful, pictures, statues, temples.
4. What kind of religion had they? They believed in many gods and goddesses, and thought that they lived on the top of a mountain in Greece, called Mt. Olympus. They believed that the gods were men like themselves, but wiser and more beautiful. Jupiter was the greatest; his voice was the thunder.

130. WRITTEN EXERCISE.

Write your composition following the outline given above.



THE PARTHENON. — THE MOST FAMOUS GREEK TEMPLE.

Alternative—THE JAPANESE.

Read the following outline.

1. Where do the Japanese live? On the other side of the world.
2. What do they look like? They are short, with yellow skin, black hair, slanting eyes.
3. How do they dress? Men and women alike, long loose gown, tied with broad sash.
4. What are their houses like? They are low, have no doors or windows, and no furniture, as the Japs both sit and sleep on the floor.
5. What are their streets like? They have no sidewalks. The carriages are drawn by men. The streets are decorated with many beautiful flowers.
6. What are their chief foods? Rice and tea.
7. What do the children do? Go to school. Play with kites and dolls.

CXXXIX. THE SENTENCE—ENLARGING THE PART THAT NAMES.

Read the following sentences.

Leaves fall.

The dead leaves fall.

Compare these two sentences. What is named in the first? In the second? What is the chief word?

What two parts must every sentence contain? Here we see that the thing named may consist of one chief word, or several helping words may be added.

131. WRITTEN EXERCISES.

a. Copy the following sentences ; underline the word that names and its helping words.

1. The beautiful marble statue was broken.
2. The cold November rain is falling.
3. My talented friend plays the piano beautifully.

b. Make sentences out of the following by adding more words to the part that names.

- | | |
|-----------------------|-----------------------|
| 1. — roses are fresh. | 3. — sun shines. |
| 2. — insects chirp. | 4. — baby is smiling. |

c. Separate the following sentences into two chief parts, the part that names, and the part that tells what is said of what is named. Thus :

An Indian paddled his canoe up the river.

1. The trees are full of blossoms.
2. A bee buzzed in the window.
3. A large, golden lily grows outside.
4. The owl and the pussy-cat went to sea.
5. This beautiful rose has five petals.
6. They rose in arms at the nation's call.
7. The boat slowly rounded the point.

d. Write the following stanza from dictation.

What asks our Father of His children, save
Justice and mercy and humility,
A reasonable service of good deeds,
Pure living, tenderness to human needs,
Reverence and trust and prayer for light to see
The Master's footsteps in our daily ways ?

— Whittier.

CXL. LETTER—MODEL AND ORIGINAL.*Read the following letter.*

Place and date.

Dear Children :

I am an Arab, and my house is a tent, so I can move about very easily. Sandy plains are all about me, and instead of a car I use a horse or a camel when I travel. When we find a spring of water and a few trees, there we make our home for a time. My skin is dark, and my dress is not like yours, for it is always warm here. How would you like to be an Arab?

132. WRITTEN EXERCISE.¹

Write a letter to your father who must spend Christmas away from home.

1. *Opening*—Tell him how you had hoped all along that he would be able to be with you on Christmas; your disappointment, but to make your mother happy you will try to be cheerful.

2. What are your plans for Christmas, — presents, tree, etc.?

3. The best gift for him, the use you have been making of your time in school.

4. *Close* — With love and good wishes from all.

¹ NOTE, *Teacher* — As many children are obliged to leave school during the fourth year, letter-writing is the most practical composition work of this period, and at least two letters a month would not be too much to expect. These need not always be letters of friendship, for often the various studies of the grade may be treated in the form of a letter. A child may, for instance, imagine himself to be an animal or a plant or a child of a different race, and write to another of his experiences. Familiarity with the form is thus insured.

CXLI. THE SENTENCE—ENLARGING THE PART THAT TELLS.

Read the following sentences.

The bird *sang*.

The bird *sang joyously*.

What is named ?

What is said of the bird in sentence one? In sentence two? This word tells how the bird sang.

We see that what is said of the person or thing named may consist of one word or more.

133. WRITTEN EXERCISES.

a. Copy the following sentences. Underline what is said of the thing named and its helping words.

1. The wind sighs so mournfully.
2. The moon sails over the sky.
3. The old man spoke still more angrily.
4. Edward can row the new boat.
5. The crowd cheered lustily.

b. Make sentences out of the following by adding more words to what is said of the part named.

- | | |
|-----------------------|-----------------------|
| 1. Rain is falling —. | 3. The flowers nod —. |
| 2. The bell rang —. | 4. The clouds sail —. |

Memory Gem.

Where the bee sucks, there suck I ;
 In a cowslip's bell I lie ;
 There I couch when owls do cry.
 On the bat's back I do fly,
 After summer, merrily

—*Shakespeare.*

**CXLII. COMPOSITION—ORIGINAL—
PLANTING A SEED.****EASTER LILIES.**

Read the following stanzas.

As wonderful things are hidden
 away
 In the heart of a little brown
 seed,
As ever were found in a fairy
 nut
Of which children sometimes
 read.

Over its pretty shining coat
 We sprinkle the earth so brown,
And the sunshine warms its lowly bed,
And the rain comes dropping down.

If you have ever planted a seed, tell me just
how you went about it.

What care did you give it afterward?

What did it grow to be?

134. WRITTEN EXERCISE.¹

Write your composition using the following outline.

1. Name the kind of seed, if you know, and describe the planting.
2. What does a seed need in order to grow?
3. What care did you give the seed you planted?
(Light, heat, moisture.)

¹ NOTE, *Teacher* — This lesson might be given as the result of a seed-planting in the class-room.

4. Describe the sprouting. (How long before it came up? How did it look?)

5. What was it when grown? (Its appearance, and the pleasure it gave you.)

CXLIII. THE SENTENCE—CHANGING ITS ORDER.

Read the following sentences.

The swallows chatter in their flight.

In their flight the swallows chatter.

The moon shines over the water.

Over the water shines the moon.

Compare the first two sentences. What is named, and what is said of what is named?

Is there any difference except in the position of the helping words?

Where are these placed in the first sentence? In the second?

Compare the next two sentences. What is named, and what is said of what is named? Have these chief parts the same position in both sentences?

What is the difference?

What is the difference in the position of the helping words?

Do the changes of position in these sentences change their meaning?

Which form is the more common?

The second form gives variety in composition.

135. WRITTEN EXERCISES.

a. Copy the following sentences. Find and underline the chief parts.

1. Under a tree the cottage stood.
2. By yonder river the tide flows in.
3. Over the mountain ran the de
4. Here comes my little friend.
5. In the sky hangs the new moon.
6. From the clouds come the rain and snow.
7. Shines the sun through the open door.

b. Recopy these sentences, placing the word that names before the word that tells or asserts.

**CXLIV. COMPOSITION — ORIGINAL — OUR
OPENING EXERCISES.**

Every morning school is opened with some appropriate exercises. Have you ever observed what these are, or in what order they occur?

What happens first, second? Give the whole account.

136. WRITTEN EXERCISE.

Write your composition using the following outline.

Caution. — Be careful not to string your sentences together with "then" or "next."

1. Marched into main-room.
2. Bible read by Principal. (Your thoughts if any?)
3. Hymn sung. (Its name?)
4. Quotations recited. (About what?)
5. Songs. (About what? Were they pretty? Did you like them?)
6. Visitors. (Speakers, Principal's remark, etc.)

**CXLV. CORRECT FORMS (IRREG. VERBS)
OF WORDS THAT TELL OR ASSERT.**

Read the following sentences.

The boat *sails* on the lake.

The boat *is sailing* on the lake.

The boat *sailed* on the lake.

The boat *was sailing* on the lake.

The rooster *crows* at dawn.

The rooster *is crowing* at dawn.

The rooster *crew* at dawn.

The rooster *was crowing* at dawn.

What is named in the first group of sentences ?

What does it do ?

What is named in the second group ?

What was it doing ?

What *time* is meant in the first two sentences of each group ?

What is the difference in the way they are written ?

Why is this ?

What *time* is meant in the second group of sentences ?

What is the difference in the way they are written besides the use of the helping word ?

Observe that when we use the helping words *is, was*, we express the action as *continuing*.

Rule. — *Words that tell or assert generally add ed when past time is meant. Some words change entirely, as, crow, crew.*

Learn the following forms.

<i>Present Time.</i>	<i>Past Time.</i>	<i>Present Time.</i>	<i>Past Time.</i>
creep	crept	is or was	creeping
go	went	is or was	going
drink	drank	is or was	drinking
find	found	is or was	finding
teach	taught	is or was	teaching
run	ran	is or was	running
write	wrote	is or was	writing

137. WRITTEN EXERCISES.

- a. Write the words given above from memory.*
- b Use them in sentences as is done on the preceding page.*

CXLVI. LETTER—MODEL AND ORIGINAL.

Read the following letter.

Amsterdam, Nov. 8, 1889.

My dear Boys :

I wonder whether you miss me as much as I miss you. I wish you were here in Amsterdam with us, for it is a beautiful city and it is full of curious sights. Mr. L—— has bought a pair of wooden shoes to take home to little Leigh, and I have bought a funny old watch and a Dutch pipe. . . . You must take pains with your handwriting, remembering that every intelligent boy should write clearly and neatly. Try to write your letters so correctly that when you are older you will have no occasion to be ashamed of them. I should like to know what you do each-day from the time that you get up until the hour that you go to bed again. Your mother and I feel a deep interest in everything that concerns your daily life. . . . It is often hard to learn to be diligent, and patient, and obedient, but when one has learned *that*, he has learned the most important part of the lesson of

life. I want to have you boys earnest in everything that you do; when you study, study hard, and when you play, play hard—then you will make good and useful men. . . . Your Mamma sends her love and so do I, we both hope to be very proud of you all.

Affectionately yours,

Eugene Field.

Where was Mr. Field when he wrote this letter? To whom was he writing? How does he show his love for them? His true interest in their welfare? Read his good advice.

138. WRITTEN EXERCISES.

- a. Copy the letter given above.
- b. Imagine your own father wrote it and answer it.

CXLVII. WORDS THAT TELL WHAT THINGS ARE.

Read the following sentences.

The top is a toy.

The lily is not a vegetable.

Are the stars worlds?

What is said of "the top," "the lily," "the stars"? Here we have named something and told what it is.

What is a dog? What is a barn? What is a potato? What is a robin?

139. WRITTEN EXERCISE.

Write sentences telling what the following things are.

Dolls.	Squirrels.	Roses.	Eagles.
Hammers.	Cabbages.	A church.	A farmer.

CXLVIII. LESSON IN INTERPRETATION.

Read the following poem.

I am as black as black can be,
But yet I shine.
My home was deep within the earth,
In a dark mine.
Ages ago I was buried there,
But yet I hold
The sunshine and the heat which warmed
That world of old.
Though black and cold I seem to be,
Yet I can glow.
Just put me on a blazing fire
Then you will know.

Do you know what mineral it is that is telling this story? Where is coal found? How did it get there? What do you know about mining coal? Have you ever examined a piece of coal? How does it look? How many kinds are there? (Soft and hard.) For what is coal used?

CXLIX. QUALITY WORDS.

Read the following sentences.

The rain is *soft*.

Stars are *bright*.

My lesson is *short*, but my sister's lesson is *longer*.

What is said of "the rain"? What is the word that tells? What quality has "the rain"? What is named in sentence two? What qualities have they? What is named in sentence three? What quality has each?

140. WRITTEN EXERCISE.

Write six sentences comparing things, as, "Apples are large, currants are small."

Use one of the following pairs of words in each sentence.

Sweet — bitter.

Round — flat.

Smooth — rough.

Pretty — ugly.

White — black.

Large — small.

Memory Gems.

I.

Trifles make perfection and perfection is no trifle.

— *Dickens.*

II.

All that you do, do with your might,
Things done by halves are never done right.

CL. COMPOSITION — ORIGINAL — CAT AND
DOG CONTRASTED.

Do you know to what family of animals the dog belongs? Can you name a wild animal that belongs to the same family? Does he look like a dog?

To what family does the cat belong? Can you name any wild animals that belong to this family? In what ways do they resemble the cat?

Can you tell two important points in which the dog and cat family differ?

Read the following outline.

Appearance.	<u>Size.</u> Dogs of many sizes. Cats usually small.
	<u>Coats.</u> Dog's hair coarse. Cat's fine and soft.
	<u>Head.</u> Dog's head larger and longer, in proportion to his body, than cat's.
	<u>Ears:</u> Dog's vary. Cat's always pointed.
	<u>Eyes:</u> Cats can see in the dark. Dogs cannot.
	<u>Mouth:</u> Cat has rough tongue and whiskers.
	<u>Feet.</u> Dogs have toes. Cats have claws. Dogs jump. Cats glide.
Food.	Cat hunts for prey. Dogs are fed.
Language.	{ Dog barks and growls. Cat mews and purrs.
Uses.	{ Dogs watch and hunt. Cats keep away rats and mice.

141. ORAL EXERCISES.

a. Call to mind any dog that you have seen. Describe its appearance, mentioning its size, coat, head, eyes, ears, feet, movements, etc.

b. Describe a cat in the same way.

c. Compare the cat and the dog as to appearance and tell in what they are alike and in what different.

d. Tell what you can of the habits, language, and uses of the dog.

e. Do the same for the cat.

f. Compare the cat and the dog as to language, habits, and uses, and tell in what they are alike and in what different.

142. WRITTEN EXERCISE.

Write your composition using the outline given above.

CLI. QUALITY WORDS—COMPARED.

Read the following sentences.

My apple is *large*.

Mabel's is *larger*.

Clara's is the *largest*.

In sentence two how many things are compared? In sentence three? Is not size a quality of some things, as *large*, *larger*, *largest*? Name some other qualities, as: "thin," "hard."

Rule. — Two words of quality are generally compared by adding *er* to the second. *More than two* by adding *est*.

Read the following sentences.

This picture is *beautiful*.

That one is *more beautiful*.

The one on the table is the *most beautiful* of all.

In sentence two how many things are compared? In sentence three? What quality have the pictures?

Rule. — Some words of quality add *more* when two things are compared, and *most* when three or more are compared.

Caution. — Do not add *er* and *more* to the same word, or *est* and *most*.

A few words change entirely when they are compared, as :

Good,	better,	best.
Bad,	worse,	worst.
Much, }	more,	most.
Many, }		
Little,	less,	least.
Far,	farther,	farthest.

143. WRITTEN EXERCISE.

Copy the following words, adding the words you would use in comparing more than two persons or things.

Deep.	More careful.
Bright.	More useful.
Ugly.	More powerful.

CLII. COMPOSITION—ORIGINAL AND REPRODUCTION.

Did you ever see a dandelion? Did you ever pick dandelions? Where? What did they look like? Were they pretty?

Read the following story.

LEGEND OF THE DANDELION.

Years and years ago a great many little stars lived in the sky with their father the sun and their mother the moon. Their mother loved to have them shine at night to make the earth lighter. Once they were naughty and when called to come and lighten the sky, they did not do so. Their mother was very sad, but she put some other good little stars in their places. Soon the naughty little stars felt themselves falling. On they fell till they sank to earth.

In the morning, when their father, the sun, shone brightly, the baby stars under the grass wakened. They began to cry because they were lonely and sorry that they had been naughty. Then their father, the sun, smiled upon them. He told them that they were to shine on earth to make it more beautiful. So every morning when the sun smiles they open their eyes and shine all day.

— *Abridged from All the Year Round. Spring.*



CANDLES. — Madeline Carpenter.

144. WRITTEN EXERCISE.¹

Write your composition in two paragraphs by the help of this outline. When finished read it over carefully. See that you have punctuated it, used the proper capitals and written good sentences.

Paragraph I.

Who lived in the sky? What did their mother wish them to do at night? Once, when they were naughty, what happened to them?

Paragraph II.

When their father, the sun, shone next day, what did the baby stars do? Their father smiled and said — what? Where do the stars shine now — as what?

CLIII. QUALITY WORDS.

Read the following sentences.

Snow is white.

Bricks are red.

What two things are named in these sentences? What is said of each? Name the word that tells. Name the quality.

145. WRITTEN EXERCISE.

Use the following words in sentences, naming the color of each.

The sky.

Leaves.

The ocean.

Gold.

A pansy.

Coal.

Memory Gem.

A sunny smile and a word of cheer,
If coming from one whom you hold dear,
May change a life through many a year.

¹ NOTE, *Pupil* — Be sure that you understand the story before you begin to write. — Be able to tell it in your own words.

**CLIV. COMPOSITION — ORIGINAL — MY
FAVORITE TREE.**

Read the following stanzas.



THE OLD OAK.

Woodman, spare that tree !
Touch not a single bough !
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot ;
There, woodman, let it stand,
Thy axe shall harm it not !

When but an idle boy
I sought its grateful shade ;
In all their gushing joy,
Here, too, my sisters played.

My mother kissed me here ;
My father pressed my hand —
Forgive this foolish tear,
But let that old oak stand !

— *Morris.*

Think of some tree which you are fond of or admire. Get a clear picture of it in your mind. Is it tall and slim, or low, with broad, spreading branches? Is the *foliage* light and feathery, or is the tree covered thickly with leaves? We call this the *foliage*. Is the color of the tree's foliage of a light-yellow green, silvery-green, or dark-green? What kind of tree is it? Why are you fond of it?

146. ORAL EXERCISE.

Describe as clearly as you can the tree you have in mind.

147. WRITTEN EXERCISE.¹

Write your composition, using the outline given below.

1. What kind of tree have you chosen to describe? Give its name. Describe its appearance. (Mention size, shape, color, leaves, fruit, flowers.)

2. Why do you prefer it to others? (Beauty, usefulness, association.)

3. At what time of the year is it most beautiful, and why?

4. (Optional.) What do you think of the uses of trees in general? (Beauty, shelter, fruit, sap.)

CLV. QUALITY WORDS.

Read the following sentences.

The lake is large and deep.

The sapling is tall and slender.

The mosquito is a tiny insect.

The mirror is small and round.

What things are named in these sentences? What is said of them? What quality has "the lake," "the sapling," "the mosquito," "the mirror"?

148. WRITTEN EXERCISES.

a. Write sentences giving the size or shape of the following things.

An elephant.

A bench.

A flag-pole.

An ant.

A marble.

A table.

¹ *NOTE, Teacher* — Considerable oral work must prepare the pupils for these descriptive compositions. They must be taught how to *observe carefully* and how to select words and terms that will give a picture of that which they are describing.

b. Write four sentences about each of the following things, telling what they do, what is done to them, what they are, and a quality of each.

A canary. A plum. An onion. A saw. A mouse.

CLVI. LETTER — ORIGINAL.

Write a letter to a brother or sister in a distant city, rejoicing over his or her recovery from an illness.

1. *Opening*—Speak of your great joy on receiving the news of his improvement, and how it was received at home. (Go into particulars; nothing is too small to interest this absent invalid.)

2. Tell what each one is doing, and speak of the eagerness with which you look forward to his speedy return.

3. *Close*—With messages from brothers and sisters, and good wishes.

CLVII. COMMON ERRORS — DOUBLE NEGATIVES.

Read the following sentences.

I have no pencil.

I haven't no pencil.

I haven't any pencil.

Are they all correct?¹ Which one do you think is wrong? What makes it incorrect? "No" and "not" are called negatives, because they deny; "have n't" is really "have not."

¹ NOTE, *Pupil*—Every child who is anxious to learn to speak correctly should keep a little blank-book, and each time he is corrected by his teacher for using bad English he should write the sentence as it should have been spoken in his little book. At the end of the week, the sentences should be read over and copied several times.

You should use the last pages of your book for misspelled words. At the end of the week, copy each one five times.

Caution. — Do not use two negatives (*no* and *not*) in the same sentence.

149. WRITTEN EXERCISE.

Copy the following sentences, placing the proper word in the blank spaces.

1. Mary has n't — book.
2. The cook could not get — eggs.
3. Have n't you — pencil?
4. The teacher said, "We shall have — recess to-day."
5. The soldier would n't allow — one to pass.
6. I have n't — ink.

CLVIII. COMPOSITION — ORIGINAL — THE COMING OF SPRING.

Read the following stanzas.

What change has made the pastures sweet
And reached the daisies at my feet,
And cloud that wears a golden hem?
This lovely world, the hills, the sward —
They all look fresh, as if our Lord
But yesterday had finished them.

— *Jean Ingelow.*

Our Mother Earth is at her loom,
A-weaving night and day;
Her new spring carpet must be done
Before the month of May.

— *Selected.*

How can you tell when spring has arrived?
Look above you; what do you see? Look
around you, at the earth, and trees; what do
you see? What can you hear and feel?

Read the following outline.

First Signs Above.	{	Balmy breezes, warm bright sunshine, light, rain, blue sky, days longer.
		<u>Earth.</u> Moist. Farmers sowing. Fresh fruits and vegetables. Little brooks awakening and chattering over their pebbly beds.
First Signs on the Earth.	{	<u>Trees.</u> Clothed in green garments. Putting forth tender shoots and tiny buds ; or, later, rich with blossoms.
		<u>Flowers.</u> Beginning to appear and filling the air with perfume.
		<u>Birds.</u> Beginning to return and build their nests. Filling the air with song, happiness, and the thrill of life.

150. WRITTEN EXERCISE.

Write your composition, using the outline given above.

Memory Gem.

May shall make the world anew ;
 Golden sun and silver dew,
 Money minted in the sky
 Shall the earth new garments buy.

May shall make the orchards bloom ;
 And the blossom's fine perfume,
 Shall set all the honey-bees
 Murmuring among the trees.

May shall make the bud appear,
 Like a jewel, crystal clear,
 Mid the leaves upon the limb
 Where the robin lifts his hymn.

— Frank Dempster Sherman.

**CLIX. COMMON ERRORS—"DONE" AND
"SEEN."**

Read the following sentences.

I see the same faults I saw yesterday, I have seen and corrected them several times before.

I do my work in drawing well now. Last term I did it fairly well, but the work I had done up to that time was a failure.

Which word is used in speaking of present time? Which of past? Name the word after "have" and "had" in sentences one and two.

Rule. — *Do* and *see* are used in speaking of present time; *did*, *done*, and *saw* in speaking of past time. *Done* and *seen* are used after "had," "has," and "have."

151. WRITTEN EXERCISES.

a. Copy the following sentences. Underline "done" and "seen" and the words before them.

1. I have seen you often.
2. He has seen her many times.
3. Mary has done her work for this week.

b. Copy the following sentences and insert the right words in the blank spaces.

1. I — the accident yesterday; I have seen many like it on that road.
2. I — this exercise every day, and have — so for the past year.
3. Ask him when he — it.
4. Tom — that game.
5. He — it last week.
6. He — his duty and he — it.

c. Write three sentences using "see," "saw," "seen," "did" "done."

CLX. COMPOSITION—REPRODUCTION.

Have you ever seen a picture or a statue of Venus? What did it look like? What did the Greeks believe her to be? In the picture she is often shown rising from the sea, or in a boat drawn by swans.

Read the following outline.

THE STORY OF VENUS.

1. Who was she, and how attended? The goddess of beauty, attended by the three Graces or Cupid, her son.
2. Venus was married to whom, why? Jupiter caused her to marry Vulcan, the lame blacksmith, as she proudly rejected all suitors, even himself.
3. At Thetis's wedding who threw the apple of discord? Why? Eris, the goddess of discord, having been left out of the wedding feast because of her evil disposition, threw into the hall an apple marked "to the fairest," which caused much disturbance and discussion.
4. Given to which goddess and by whom? The fairest three were Minerva, Juno, and Venus, but which was the *most beautiful*, none could tell. Finally Paris, a shepherd of Mt. Ida, decided that the apple belonged to Venus, thus declaring her the fairest of all the world. Many beautiful statues and paintings have been made representing Venus.

152. WRITTEN EXERCISE.

Write your composition following the outline given above.

CLXI. VARIETY OF EXPRESSION.

Read the following sentences. Copy the one you think the prettier. Tell why you prefer it.

I picked some pieces of yellow golden-rod that grew near the road.

I gathered plumes of bright golden-rod that nodded by the road-side.

CLXII. LETTER—MODEL AND ORIGINAL.

Read the following letter carefully.

Torquay,

Thursday, April, 1866.

Respected Paternal Relative,— I write to make a request of the most moderate nature. Every year I have cost you an enormous—nay, elephantine—sum of money for drugs and physician's fees, and the most expensive time of the twelve months was March.

But this year the biting Oriental blasts, the howling tempests, and the general ailments of the human race have been successfully braved by yours truly.

Does not this deserve remuneration?

I appeal to your charity, I appeal to your generosity, I appeal to your justice, I appeal to your accounts, I appeal, in fine, to your purse.

My sense of generosity forbids the receipt of more—my sense of justice forbids the receipt of less—than half a crown.—

Greeting from, Sir,

Your most affectionate and needy son,

Robert Louis Stevenson.

What was the boy asking for? Was he trying to write like a grown-up person of importance? Why? Do you think the letter funny?

Why? Look up the meaning of "elephantine" "drugs," "fees" "Oriental" "half a crown." Stevenson was a delicate boy, and a sickly man, but he became a good and noble man and a great writer. Have you ever read anything that he has written? Be sure to read "Treasure Island."

153. WRITTEN EXERCISES.

- a. Copy the letter given above.
- b. Write what you can of it from memory.

CLXIII. STATEMENTS CHANGED TO QUESTIONS AND EXCLAMATIONS.

Read the following sentences.

The limbs of the trees swing in the wind.

The little bird has three eggs in her nest.

My new ball has fallen into the water.

These sentences are statements because they tell or state something.

154. WRITTEN EXERCISES.

- a. Change the statements given above to questions, using the question-mark.
- b. Change the statements given above to exclamations, using the exclamation-mark. You may add a word like "oh," "ah," or "look," if you wish.

Memory Gem.

If wisdom's ways you wisely seek,
Five things observe with care;
Of whom you speak, to whom you speak,
And how and when and where.

CLXIV. COMPOSITION—ORIGINAL AND REPRODUCTION.

Did you ever hear of Benjamin Franklin? What do you know about him? He was not a soldier like Washington, but he helped us in other ways to get our freedom.

Read the following story about his boyhood.

BENJAMIN FRANKLIN. (ANECDOTE.)

When Benjamin was a boy, he helped in his father's shop, but he liked to play, and the boys looked upon him as a leader in all their sports. Not far from the home of the Franklins there was a millpond, where the boys often went to swim. When the tide was high they liked to stand at a certain spot on the shore and fish. But the ground was marshy and wet, and the boys' feet sank deep into the mud.

"Let us build a wharf along the water's edge," said Benjamin. "Then we can fish with comfort."

"Agreed!" said the boys. "But what is the wharf to be made of?"

Benjamin pointed to a heap of stones that lay not far away. They had been hauled there only a few days before, and were to be used in building a new house near the millpond.

The boys needed only a hint. Soon they were as busy as ants, dragging the stones to the water's edge.

Before it was fully dark that evening, they had built a nice stone wharf, on which they could stand and fish without danger of sinking into the mud.

The next morning the workmen came to begin the building of the house. They were surprised to find all

the stones gone from the place where they had been thrown. But the tracks of the boys in the mud told the story.

It was easy enough to find out who had done the mischief.

When the boys' fathers were told of the trouble which they had caused, you may imagine what they did.

Young Benjamin Franklin tried hard to explain that a wharf on the edge of the millpond was a public necessity.

His father would not listen to him. He said, "My son, nothing can ever be truly useful which is not at the same time truly honest."

And Benjamin never forgot this lesson.

155. ORAL EXERCISE.

Tell any other stories you know about Benjamin Franklin.

156. WRITTEN EXERCISE.

Write your composition in two paragraphs, following the outline given below.

Paragraph I.

Benjamin and the boys used to go fishing where? What kind of place was it? One day they saw the stones. What did they do? Was it an easy task?

Paragraph II.

When the workmen came next day and found the stones gone, how did they know what had happened? Whom did they tell? What did Benjamin's father say?

Caution. — When finished read over carefully; see that your language is good, no mistakes in English, your sentences not too long, and that you have punctuated and used the proper capitals and quotation-marks.

CLXV. COMBINING SENTENCES.

Two or more sentences may often be combined by using "though" "because," "as," or "but."

157. WRITTEN EXERCISES.

a. Combine the following sentences by using "though."

It was cold. The day was pleasant.

My story is true. You do not believe it.

b. Combine the following sentences by using "because" or "as."

Tom went. You called him.

I will go. You wish it.

c. Combine the following sentences by using "but."

The peony is rich and tall. The violet modest and sweet.

CLXVI. COMMON ERRORS — "THEM" AND "THOSE."

Read the following sentences.

Those flowers are beautiful.

Look at them.

What word is used before "flowers"? What one in place of them?

Rule. — The word *those* is used before the *name* of *something*. The word *them* is used by itself.

Is the following sentence wrong?

"I see them pictures."

Why is it wrong?

158. WRITTEN EXERCISE.

Copy the following sentences. Insert the proper words in the blank spaces.

1. Sophie, take — letters to the post-office.
2. Where did you get — peaches?
3. Peter gave — to me.
4. What will she do with — old stamps?
5. Gather up all — dead leaves.

ADDITIONAL EXERCISES.

a. Copy the following paragraph.

A little light once fell in love with itself. It thought the sun, moon, and stars, were no brighter. Many times it said to other people, "See how bright I am!" Once when it had said this, the wind blew a little, and out it went. A man had to light it again, and as he did so, he said, "The stars never go out."

b. Write the paragraph given above from dictation.

c. Read the following selection.

In May or June, when other birds are most vocal, the jay is a silent bird; he goes sneaking about the orchards and the groves as silent as a pickpocket; he is robbing bird's-nests and he is very anxious that nothing should be said about it; but in the fall none so quick and loud to cry "Thief, thief!" as he.

d. Give the substance of this paragraph, arranging your sentences in the following order.

1. When and why the jay is silent.
2. What he is doing and why he is anxious.
3. What he cries in the fall.

e. Learn the following selection, then write it from memory.

And whatever you lend, let it be your money, and not your name. Money you may get again, and, if not, you may contrive to do without it; name once lost you cannot get again; and if you contrive to do without it, you had better never have been born.

— *Bulwer-Lytton.*

f. Read the following opening and closing of a letter written by a famous woman.

I find myself alone for a moment, and in order to spend it pleasantly come to join you, dear Louise, in the little study. . . .

Continue to write to me, and believe that none of your goodness is lost upon

Your devoted friend.

What is meant by joining you in the study? How is affection shown? Gratitude? Would it make you happy to receive a letter like this? Why?

g. Copy the parts of this letter.

h. Write them from memory.

i. Learn the following selections, then write them from memory.

1. Flag of the free heart's hope and home.

By angel hands to valor given,

Thy stars have lit the welkin dome,

And all thy hues were born in heaven.

— *Drake.*

2. Into each life some rain must fall,

Some days must be dark and dreary.

— *Henry Wadsworth Longfellow.*

REVIEW.¹

- a. *Write a letter to an absent relative.*
- b. *Tell what must be remembered when describing anything.*
- c. *Write the following sentences from dictation.*

1. Learn to speak and write the English language correctly.

2. De Soto was a Spanish explorer.

3. Hear us, O heavenly Father!

4. John, come here!

d. *Copy the following sentences. Underline the part that names, once, and the part that tells, twice.*

1. Crusoe swam to shore.

2. The early bird catches the worm.

3. He jumped to his feet.

4. The branch was broken by the wind.

5. A lively little squirrel scampered up the tree.

e. *Enlarge the following sentence by adding more words to the part that names.*

The ——— sparrow is always with us.

f. *Enlarge the following sentence by adding more words to the part that tells what is said of the thing named.*

The buttercups bloom ———.

g. *Separate the following sentences into their chief parts. Underline once the part that names with its helpers. Underline twice the part that tells with its helpers.*

1. The bright morning sun broke through the clouds.

2. The horse went quickly up the road.

¹ Review definition and Lesson on paragraph. One and two may be used for reproduction.

h. Rewrite the following sentences, placing the word that names before the word that tells.

1. In this wide meadow bloom sweet flowers.
2. Into the garden went the little maid.

i. Rewrite the following sentences twice. For number one use "larger" the first time, and "largest" the second. For number two use "more useful" the first time, and "most useful" the second.

1. The eagle is large.
2. Iron is a useful metal.

j. Write the following sentences four times. The first time change the word that tells to mean past time, the second time use "is," the third time "was," and the fourth time "be."

1. The old farmer walks to town.
2. I write in my copy-book.
3. The baby creeps on the floor.
4. The thirsty crow drinks the water.

k. Write four sentences about "cows" — "grapes."

1. Tell what they do.
2. What is done to them.
3. A quality they possess.
4. What they are.

l. Combine into one sentence the following groups.

1. The apple is large. The apple is red. The apple is juicy.

2. The robin is here. The robin has built his nest. He has built it in that large tree.

3. I will go. You call for me.

4. The child was punished. He was naughty.

m. Place the correct word in the blank spaces in the following sentences.

1. I have n't — time (no, any).
2. That child has n't — fear (no, any).
3. I — my work well now, but I — it poorly last week (do, did, done).
4. I — all I could for that poor child (do, did, done).
5. I — the dog this morning (see, saw, seen).
6. I — — him often before (see, saw, seen).
7. How do you like — hats (them, those)?
8. Does she see — large plums (them, those)?

n. Define a paragraph.

o. Copy the following paragraphs.

Just as little children, tired with play, and men who work all day, must have the night for sleep and rest, so Mother Earth, who plays and works so gaily from March to October, must have the winter season for rest. Then she covers herself with a mantle of snow, sings a lullaby song, and goes to sleep.

What the United States shall become to-morrow will lie in the hands of those who are the children of to-day. If every citizen cares for his own gain alone, the country will become weak; but if every one cares for the gain of all, it will become strong, and the world will be the better because of the power and the greatness of the United States of America.

That character is power, is true in a much higher sense than that knowledge is power. Mind without heart, intelligence without conduct, cleverness without goodness, are powers in their way, but they may be powers only for mischief.

The days of the week, with the exception of Sunday and Monday, which are named for the sun and moon, take their titles from the old Norse gods; Tuesday (Twi's day) being named for Twi, the god of war; Wednesday (Wodin's day) for Wodin or Odin, the king of the gods; Thursday (Thor's day) for Thor, the thunderer; Friday (Freya's day) for Freya, the queen of the gods; and Saturday (Saeter's day) for Saeter the god of the harvest.

Consider the lilies of the field, how they grow. They toil not, neither do they spin. Yet I say unto you, that even Solomon in all his glory was not arrayed like one of these.

SUMMARY

OF RULES AND DEFINITIONS

SUMMARY OF RULES.

CAPITAL LETTER.

	PAGE
Every sentence should begin with a capital letter . . .	4
I and O should always be written as capitals when written alone	11
The first word of every line of poetry should begin with a capital letter	13
The name or names of a particular person and a particu- lar place should begin with a capital letter . . .	15
Titles of respect should begin with capital letters . .	17
The names of the days of the week and the months should begin with capital letters	18
The names of persons may be shortened by writing the first letter (capital) and placing a period (.) after it	26
All the important words in the titles of books or com- positions should begin with capital letters . . .	93
The first word of a direct question or quotation should begin with a capital letter	97
The proper names of persons and places and the words made from them should begin with capital letters .	133
The names of God and the Bible should begin with capital letters	135

PUNCTUATION.

A period should be placed after every sentence that tells something	4
Every sentence that asks a question should begin with a capital and end with a question-mark	6

	PAGE
Every sentence that shows sudden feeling should begin with a capital and end with a wonder-mark . . .	8
A comma should be placed wherever there is a short pause in the sentence	9
The hyphen joins two or more words and makes them into one. The hyphen is written after a syllable or syllables at the end of a line when there is not room for the whole word	10
The colon and the semi-colon divide the sentence like the comma, but the pause is longer than at the comma	24
Quotation-marks should be used when the exact words of some one are repeated	34
The apostrophe and "s" should be added to name words to show that something is owned or possessed . .	39
An apostrophe should be used when a letter or letters are left out of a word	40
The first word of a paragraph should begin a little further from the margin on the left-hand side .	47
The parts of an address and date should be set off by commas	91
A direct question or a direct quotation should be set off from the rest of the sentence by a comma . . .	97
Place a dash (—) after the last word of an incomplete sentence, and after the comma before a list of things	136
Use the parenthesis () when an expression is put into the sentence, which is not entirely necessary, but which explains what goes before it	136
Words used to denote a person or object spoken to take a comma before and after	138

CORRECT FORMS.

<i>Is</i> should be used in speaking of one person or thing.	
<i>Are</i> should be used in speaking of more than one.	31
<i>Was</i> should be used in speaking of one person or thing.	
<i>Were</i> should be used in speaking of more than one.	37

	PAGE
<i>Has</i> should be used in speaking of one person or thing.	
<i>Have</i> should be used in speaking of more than one.	44
<i>Are</i> and <i>were</i> should be used with "you," whether one person or more than one is meant.	46
Words that tell or assert generally add <i>ed</i> when past time is meant. Some words change entirely when past time is meant; as, <i>crow</i> — <i>crew</i>	155

THE SENTENCE.

Every sentence must contain a word which names, and another word which tells what the thing named does	66
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NAME WORDS.

An "s" should generally be added to the word that names when more than one is meant	68
If a word ends in a sound that will not go with <i>s</i> , <i>es</i> should generally be added	69
Some names of things ending in <i>f</i> or <i>fe</i> change <i>f</i> or <i>fe</i> into <i>v</i> and add <i>es</i> when more than one is meant .	70
Some words change entirely to mean more than one; as: <i>goose</i> — <i>geese</i> ; <i>man</i> — <i>men</i> ; <i>child</i> — <i>children</i> ; <i>ox</i> — <i>oxen</i>	70
Name words ending in <i>y</i> change <i>y</i> into <i>i</i> and add <i>es</i> when more than one is meant, unless the letters <i>a</i> , <i>e</i> , <i>o</i> , come immediately before the <i>y</i>	101

QUALITY WORDS.

Two words of quality are compared by adding <i>er</i> to the second. More than two by adding <i>est</i> ; as: <i>old</i> , <i>older</i> , <i>oldest</i>	161
Some words of quality add <i>more</i> when two things are compared, and <i>most</i> when three or more things are compared	161

COMMON ERRORS.

	PAGE
<i>Do</i> and <i>see</i> are used in speaking of present time; <i>did</i> , <i>done</i> , and <i>saw</i> in speaking of past time. <i>Done</i> and <i>seen</i> are used after <i>had</i> , <i>has</i> , and <i>have</i>	170
The word <i>those</i> is used before the name of something; the word <i>them</i> is used by itself	176

SUMMARY OF DEFINITIONS.

A sentence which tells something is called a statement.	42
A paragraph is a group of sentences all of which relate to the same subject or to the same part of a sub- ject. See also pp. 47 and 81	125
A sentence is a group of words expressing a complete thought	145



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